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March, 1956

The American School Board Journal



A PERIODICAL OF
SCHOOL ADMINISTRATION

Sixty-Fifth Anniversary Issue

Public Education in the United States--

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gymstands is

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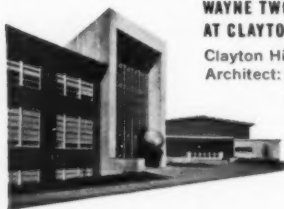
Today's modern school planners recognize the value of consulting Wayne early . . . at the planning stages of new gymnasium building. They like the sound counsel and professional seating guidance that helps them plan and build more effective, efficient gymnasiums of tomorrow.

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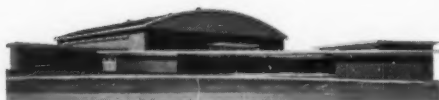
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*Northeast Junior High School, Johnson County, Kansas. Architects—Peterson & Scharhag, Kansas City, Mo., and Perkins & Will, Chicago. Mechanical Engineers—Hawarth, Scott & Kinney, Kansas City, Mo. Heating Contractor—Interstate Heating & Plumbing Co., Kansas City, Mo.

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THE AMERICAN School Board Journal

A Periodical of School Administration

March, 1956

VOL. 132
NO. 3

Sixty-five years ago this month William George Bruce put into paper and ink an ideal of service to public school education as he published the first issue of the AMERICAN SCHOOL BOARD JOURNAL as a national magazine for school board members like himself.

At first a magazine solely to inform lay school board members, the JOURNAL quickly became the leading national publication of school administration, serving professional school administrators and educators as well, and leading many "crusades" for better school planning, for the professionalization of school administration, and for co-operation and understanding between all members of the school administrative team.

Fifty years ago the present editor, came to the JOURNAL, first as an assistant to his father, later as editor, to carry on and to extend the strenuous campaign for better school administration. His long and brilliant editorship of the JOURNAL reflects his thorough knowledge and understanding of education.

Frank Bruce, publisher until his death in 1953, saw in the business side of the JOURNAL the need and the opportunity for service to schools through the improvement of quality and educational value of the products purchased by schools. As a founder and as secretary of the National School Service Institute for more than 30 years, he led the continuing effort of school equipment manufacturers and suppliers for better understanding of public school needs, better products and better business practices.

We salute the great many manufacturers whose interest in public schools has brought school equipment to a magnificent achievement of quality and beauty. We wish especially to salute the Aetna Life Insurance Company, first large space advertiser in the first JOURNAL, whose message appears in this Anniversary Number.

As new publisher of the JOURNAL, I have a great sense of gratitude to all those who made the first 65 years possible. I look forward with a deep sense of responsibility to the readers who have made the JOURNAL the most widely read magazine in school administration.

FRANK BRUCE, JR., *Publisher*

CONTENTS

Mr. Tuttle Receives Education Award.....	5
A Successful Past . . . A Challenging Future.....	37
A Forward Look for School Boards.....	Samuel Miller Brownell 38
Future Schoolhousing Needs.....	W. W. Theisen 39
NSBA Projects for the Future.....	O. H. Roberts, Jr. 41
A Forward Look for A.S.B.O.J. Wilbur Wolf and Charles W. Foster	42
Sioux City's Excellent Record of Unified Administration.....	43
American Education (1891-1956).....	Edward A. Fitzpatrick 46
The AASA at Ninety.....	Belmont Farley 55
School Construction Stirs the Congress.....	Elaine Exton 57
Gibson City's New High School.....	Warren M. McCartan 59
The Moreau Elementary School.....	Chester B. Ostrander 63
The Building Boom in East Meadow.....	Edward J. McCleary 66
Open House Tells a Story.....	Leon Smaage 69
A New Window for the ClassroomWm D. Stansil and Ernest G. Lake	72
Developing a School Board Policy Manual.....	Roy C. Turnbaugh 75
The Future Community and Its Schools.....	N. L. Engelhardt, Sr. 77
The Persuasive Role of the Board of Education.....	Robert H. Snow 80
Planning the Cafeteria.....	Floyd G. Hoek 82
A Substitute Teacher Handbook Assists in OrientationLouis Grant Brandes and Norman F. Frost	94
The Weaker Sex Is Losing Out. . . Vynce A. Hines and Hulda Grobman	100

EDITORIAL

A Challenge, and an Opportunity.....	84
--------------------------------------	----

DEPARTMENTS

Personal News, 83, 124, 128	Teachers' Salaries, 107, 116
School Administration, 86, 116	New Books, 108, 110
School Law News, 88	School Finance and Taxation, 122
School Building News, 104	School Board News, 128
	New Products, 134

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the Postmaster is notified. New Postal Regulations restrict service on magazines to be forwarded to you to two issues only. • EDITORIAL MATERIAL. — Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith. • The contents of this issue are listed in the "Education Index."



THE KRESGE AUDITORIUM contains 1,238 special TC 616 chairs. Metal parts are painted in alternating rows of soft rainbow hues.

Heywood Produces to Unique Specifications for the New Auditorium and Theatre at M. I. T.

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THE LITTLE THEATRE contains 214 special TC 616 chairs. Upholstery is a black, white and brown tweed; metal parts are painted black.



A complete description of Heywood auditorium seating is contained in the Heywood-Wakefield School Furniture Catalog. For your free copy write: Heywood-Wakefield Company, School Furniture Division, Menominee, Michigan or Gardner, Massachusetts.



MR. TUTTLE RECEIVES EDUCATION AWARD

At the 1956 convention of the American Association of School Administrators, Lois Corbeil, president of the Associated Exhibitors of the National Education Association, presented the 29th annual American Education Award to Edward M. Tuttle, executive secretary of the National School Boards Association.

Miss Corbeil's Presentation

You are all familiar with our yearly American Education Award. This is our tribute to a distinguished person whose contributions in the broad field of education merit the respect, admiration, and acclaim of all of us.

The American Education Award for 1956 goes to Edward M. Tuttle, whose efforts on behalf of establishing the place of the school board in American Education have been boundless.

Mr. Tuttle has given tirelessly of himself in order to promote an organization dedicated to the advancement and support of public education. The text of the illuminated manuscript to be presented to Mr. Tuttle tonight reads as follows:

In that small company of men who dare to dream greatly, and, then, through their own arduous and unremitting labors to bring their dreams to fruition, Edward M. Tuttle has an honored place.

After a distinguished career as editor of educational publications, he undertook in 1949 the task of developing the potentials for educational improvement which he saw in an effective national organization of school boards. Under his statesmanly leadership the National School Boards Association has grown in numbers, in influence, and in power for the reshaping of American education to ever nobler ends.

Edward Tuttle has been an eloquent spokesman for education and a faithful representative of the nation's school boards in state and national gatherings and at high policy making levels. He has furnished constant stimulation and guidance to the efforts of school board members toward self-improvement. He has been a prime mover in developing the services of state and national associations to the point where they make a difference in what happens in the schools of thousands of communities.

The place of the school board in American education is more secure and more significant because of Edward M. Tuttle's work. The needed advancement in the quality of American education is being achieved more rapidly because of his leadership. The children and teachers of America, and the nation itself, are the beneficiaries of the application of his rare abilities and his dedicated efforts to the tasks of strengthening our school boards and giving them a strong voice in the making of national policies for education.

Mr. Tuttle, we are very proud to present

to you the American Education Award for 1956. And—in addition, we want to thank you for your interest in the improvement of education for the boys and girls of America.

Mr. Tuttle's Acceptance

Miss Corbeil, President Willett, Distinguished Guests, Ladies and Gentlemen:

Words are poor things at best with which to express the emotions of the heart. And it is my heart that has been most deeply touched by the tribute to which you have just listened. The sincerest response that I can make, with all the emphasis at my command, is simply to say thank you, thank you very much, all of you who either directly or indirectly have



Edward M. Tuttle

shared in making this occasion a high point of my life.

It makes me happy to join the company of distinguished American men and women who over the past 28 years have been honored by this Award for their contributions to the education and cultural development of our people. Through me you now honor a group not heretofore represented—the several hundred thousand members of public school boards in this country. As long as there is an America in our established pattern of government *of, by, and for* the people, there must be, basic to it, a universal system of education designed to prepare all citizens adequately to meet their responsibilities in a republic founded on a free economy and a democratic way of life.

By "universal" we do not mean uniform or centrally directed. That would violate our confirmed belief in local and state control of education. But we do mean that public schools shall be everywhere maintained throughout our land and shall offer opportunities on equal terms for all our people, of whatever age or condition, to develop their

individual potentialities in fullest measure.

I feel a special kinship with you Associated Exhibitors because for many years as editor-in-chief of a well-known textbook house I viewed these great A.A.S.A. conventions through your eyes. I stood with you inside an exhibition booth, looking out to greet old friends and to make new acquaintances in the stream of school administrators flowing through the aisles. I am fully aware of the business aspects of providing school facilities and supplies. But I also learned, as I am sure the majority of you have, that commercial success in the long run is directly proportional to service rendered—not merely in the quality of product, though that is the first essential, but in honesty of approach, genuine interest in the needs of particular situations, and personal follow-up to make certain that the customer is satisfied and friendly.

Not less do I feel a kinship with your school administrators and your great American Association. Hundreds of you are personal friends. It has been my privilege to know intimately all of your presidents in recent years, and to work in closest co-operation with your devoted administrator for administrators, Worth McClure, to whom no honor you can render as he nears retirement, will be too great.

I should like to use this opportunity briefly to share with you several convictions that have grown upon me while I have served for nearly seven years as the first full-time executive secretary of the National School Boards Association.

The first of these convictions is the essential need for an aroused and alert citizenry where the public schools are concerned. It seems trite to keep repeating that the schools belong to the people. But this is literally true in our America. From the people comes the money to build, equip, and operate the schools. From the people come the students who attend the schools—children, youth, and adults. In the last analysis, the people determine, through their chosen boards and legislatures, what the schools shall teach, with a maximum of adaptation to local needs. And among the people, the products of the schools make their lives and their living.

The character of our society—its strength, its integrity, its effectiveness, its freedom—is definitely determined by the degree and quality of the education of its individual members. That character is never static. It is either improving or it is deteriorating. When the schools are neglected or inadequately maintained, society inevitably deteriorates. If such a condition persists, the very foundations of the nation are threatened. During the depression, World War II and the early postwar years, America skirted the brink of such disaster. It has taken gigantic efforts to turn the tide. You are familiar with these efforts on the part of numerous individuals, organizations, and agencies, both educational and noneducational. Their latest cumulative manifestation was the White House Conference on Education last November.

I believe that the tide has been turned, but not much more than that as yet. The masses of our people have only begun to develop an understanding interest and a generous support of public education as the foremost *constructive* instrument they possess

for perpetuating and advancing those things they unconsciously hold dearest—such things as the integrity of the individual; his right to maximum development; his freedom to learn, and earn, and yearn, and to express himself; his obligations to his fellow men, his country, and his God. Let us pledge ourselves here and now that we will do our utmost to keep this public interest in public education glowing and growing until its sincerity and persuasiveness shall permeate every school district and it shall never again lapse into indifference and apathy.

My second conviction is the necessity that, in behalf of the public schools, we must all work *together*. We have been dissipating our efforts in too many different directions, and sometimes for things that are trivial in comparison to major issues and needs. In a field like public education which concerns us all, and in which no segment of society enjoys any special privileges, is it not far wiser and more statesmanlike to seek ways in which we can combine our efforts with those of others, all directed toward the same big problems—the problems of curriculum adaptation, of administrative organization, of school plant, of teacher supply, of finance, and of public relations.

Let us resolve that we will endeavor to persuade the organizations to which we belong—on local, state, and national levels—to join hands with all other agencies concerned with improving the public schools so that the total impact shall be concentrated rather than dispersed, shall be co-operative rather than competitive.

A third conviction, which I have held from the beginning though it has grown steadily through the years, is that the school boards

of America and the associations they have created for their own self-improvement, occupy the key position in maintaining and advancing our system of public education. Standing as they do, between the people and the profession, seeking to carry out the wishes of the former through the employment of the latter, boards of education bear the responsibility for interpreting each group to the other and for developing the policies which shall combine ideas and activities into most effective operation.

Without going into details, let me simply say that school boards are composed of human beings with many degrees of strength and weakness. Voluntary public service of this kind, however, should call for the highest type of integrity and ability that can be found in each community, and I think I see, in spite of occasional shocking examples to the contrary, steady improvement in school board standards. Let the board members present here dedicate themselves anew to an impartial and effective discharge of the legal, civic, social, economic, moral and ethical responsibilities which they bear to their communities and to the professional staffs in their employ.

The fourth, and final, conviction that I want to share particularly with this great audience, is the necessity for complete frankness, complete faith, and complete understanding between school boards and their administrators. From one extreme where a superintendent thinks that the less his board knows about what is going on in the schools the better he will get along, to the other extreme where a board makes a figurehead of the superintendent by running the schools itself, there exists every degree of variation. The ideal, of course,

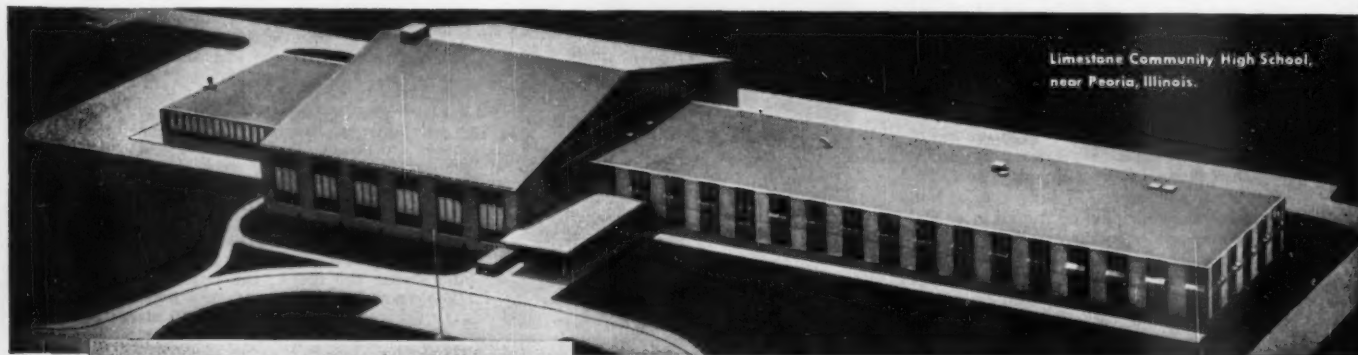
lies midway between, where the board, in consultation with the superintendent, and on the basis of all available facts, establishes the policies on which the schools shall be operated, and where the superintendent, with the full approval of the board, exercises his professional skill in administering those policies and in reporting their effectiveness or need for modification to the board.

Within our combined grasp lies the destiny of America as it will be determined by the character of the public schools for which we are responsible. As we sit here, shoulder to shoulder, administrators and board members, men and women of good will, let us pledge ourselves to do better in our human relationships with one another to the end that the schools of America may serve the future of America as those who founded them intended they should do. And let us enlist side by side with us this company of Associated Exhibitors whose efforts, skill, and co-operation add so much to the effectiveness of school facilities and operation.

I close with eight lines of verse by Douglas Mallock, which I first heard four years ago at the A.A.S.A. regional meeting in Los Angeles, and which ever since have seemed to me to present an ideal toward which we all should strive in our service to public education:

We need great souls to make great schools
Or all our walls were laid in vain.
Youth asks for reasons, not for rules;
There's more than Latin to make plain.
The road of life lies just ahead.
And here is youth just at the dawn;
The road of life is here to tread —
We need great souls to lead youth on.

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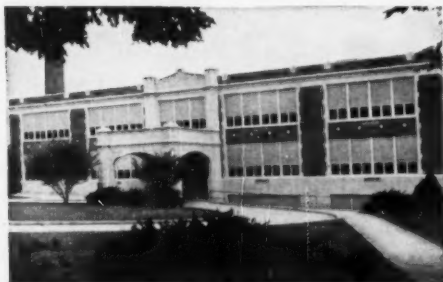
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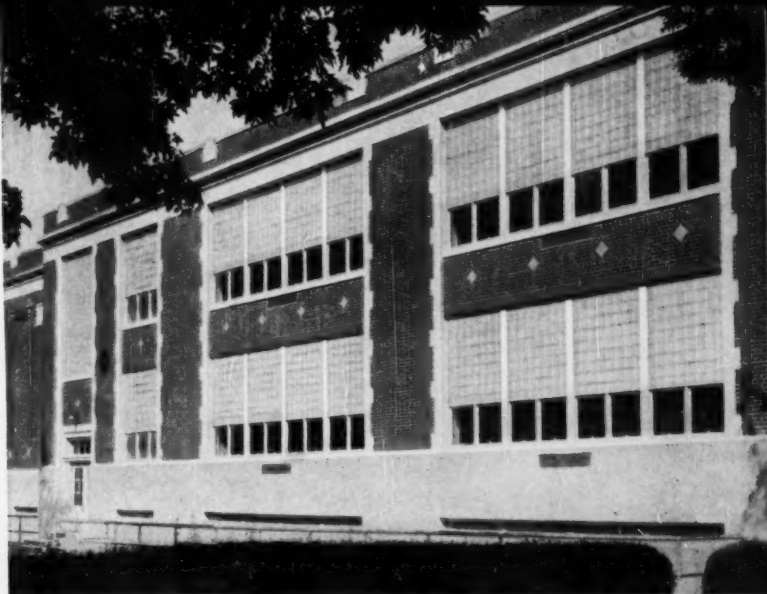
BEFORE

Worn sash let in wintry blasts. Teachers had to continually adjust shades to cut glare. Natural light in rooms was cut and the school presented a patchwork appearance from unevenly adjusted shades.



AFTER

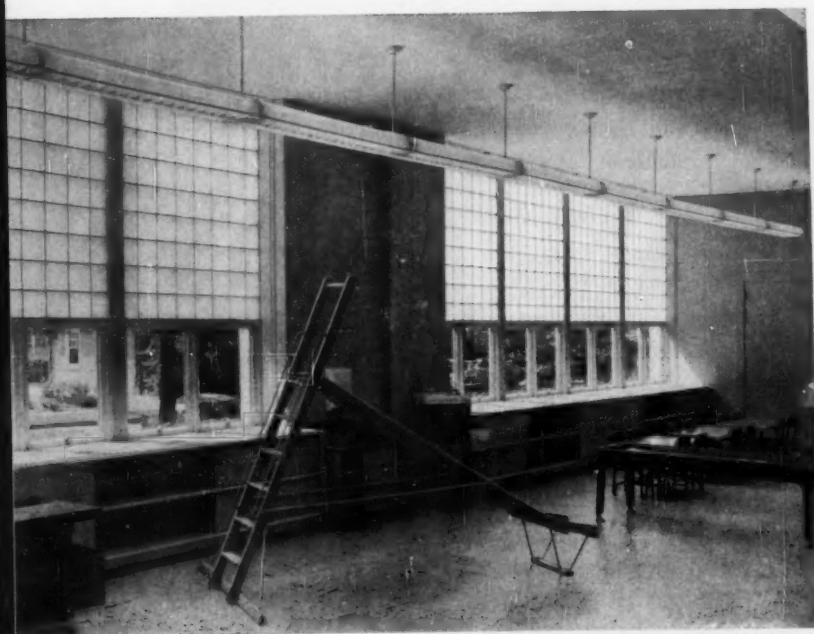
See how Owens-Illinois Glass Block improve the appearance of the school. Glass block panels insulate so efficiently and daylight so effectively, heating and lighting costs are cut.



Muhlenberg Brothers, Architects.

New panels of glass block have practically eliminated maintenance costs. Glass block won't rust or rot, are hard to break. What a change from the old windows which needed constant, expensive maintenance and did not provide healthful daylighting throughout classrooms.

Owens-Illinois Glass Block solved a maintenance problem while providing better light



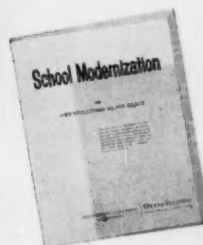
With panels of glass block, daylight is directed upward and diffused over all parts of the schoolroom all day long. The combination of light-directing glass block and vision strip keeps brightness at comfortable levels, provides vision and ventilation. Excessive glare and harsh contrasts are eliminated.

The Wyomissing School at Wyomissing, Pa., was in the same condition as hundreds of other schools across the country. Window sash were worn out and maintenance was a continuous, costly job. Glare, harsh contrasts and inadequate light were big problems.

Replacement with panels of Owens-Illinois Glass Block solved their problems. If you are in the process of remodeling old structures, or building new ones, don't overlook the positive advantages—maintenance economies, better seeing conditions—that panels of glass block bring. For complete information write Kimble Glass Company, subsidiary of Owens-Illinois, Dept. AS-3, Toledo 1, Ohio.

Send for this free booklet filled with case histories

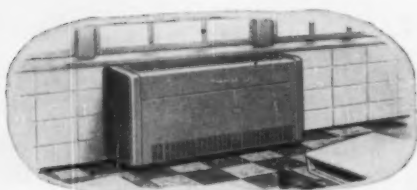
Send for this free booklet and see how sash replacement with modern-looking, cost-cutting Owens-Illinois Glass Block panels has worked for schools throughout the country. Write to address above.



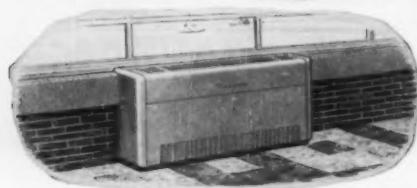
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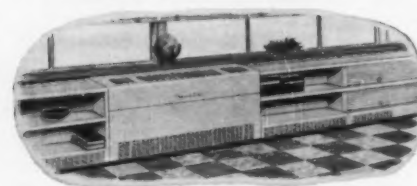
Increases the yield of good teaching....



THE NESBITT SYNCRETIZER, basic performer in a system of heating and ventilating now enjoyed in more classrooms than any other unit. Fully explained in Publication 100.



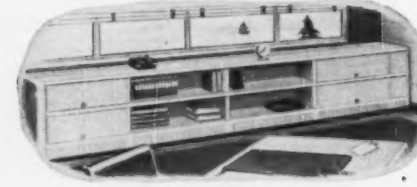
SYNCRETIZER WITH WIND-O-LINE RADIATION, meets two extreme needs: classroom heating and ventilating and cold surface protection. Reduces overall costs when installed as the Series Hot Water Wind-o-line System. Publications 101, 104.



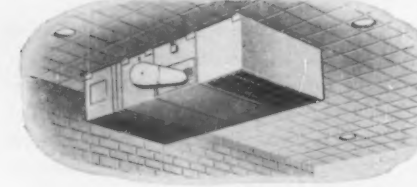
THE NESBITT PACKAGE—the Syncretizer and the Wind-o-line Radiation are integrated with Nesbitt Storage Cabinets for a desirable combination of comfort, beauty, and utility. All the components are described in Publication 101.



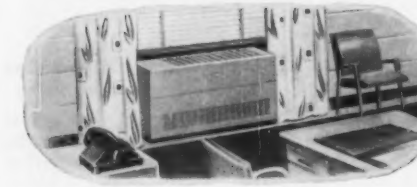
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Nesbitt Thermal Environment

Three dimensions of America's schools are housing, equipment, and instruction. By wise investment, some of your equipment dollars can add a fourth dimension: *the most conducive learning environment.* The dollars so spent help to safeguard your total investment and to assure the maximum yield from the learning process.

Since 1917 Nesbitt has led the field in the creation of heating and ventilating equipment that has raised ever new and higher standards of classroom comfort.





HOW SAFE SHOULD A SCHOOL HOUSE BE?

The main objective of those who build schools today is to gain maximum safety in construction at minimum costs. Fortunately, this goal can ALWAYS be achieved in buildings constructed of

GENUINE LATH AND PLASTER



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Sound does not penetrate a well built plaster wall or ceiling. This is of major importance in the modern classroom where quiet is essential.

Genuine Plaster is solid, hard and sanitary. It offers no shelter to dirt. It can be washed over and over again and it will always respond with a new, fresh, clean look. No other wall surface is so economical to maintain.

* The fire rating for conventional application of 1/2 inch plaster on 1/2 inch plaster lath. Other ratings using metal lath extend to as much as 4 hours.



KNOCK ON THE WALL YOU CAN TELL IF IT'S

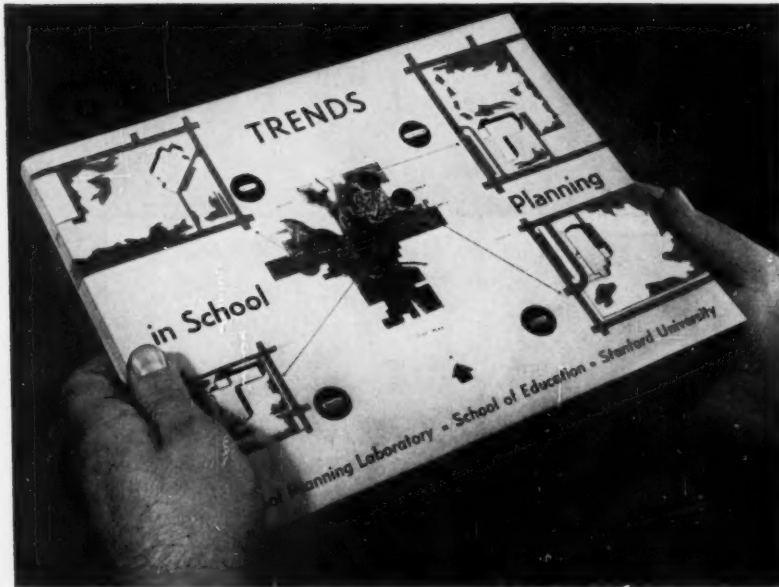
GENUINE LATH AND PLASTER



SOUTHERN CALIFORNIA PLASTERING INSTITUTE

NEW... AUTHORITATIVE

"Trends in School Planning"



by The School
Planning Laboratory
Stanford University

120 PAGES OF CASE HISTORIES, PHOTOS, DRAWINGS

This newly published study by Stanford University's nationally recognized School Planning Laboratory presents a wealth of practical data in concise form.

Includes well-illustrated reports by educators, architects, administrators, and suppliers attending the Laboratory's 5th Annual School Planning Institute.

Covers specific school building programs, general trends, classroom planning, development of special facilities, use of new materials and building techniques.

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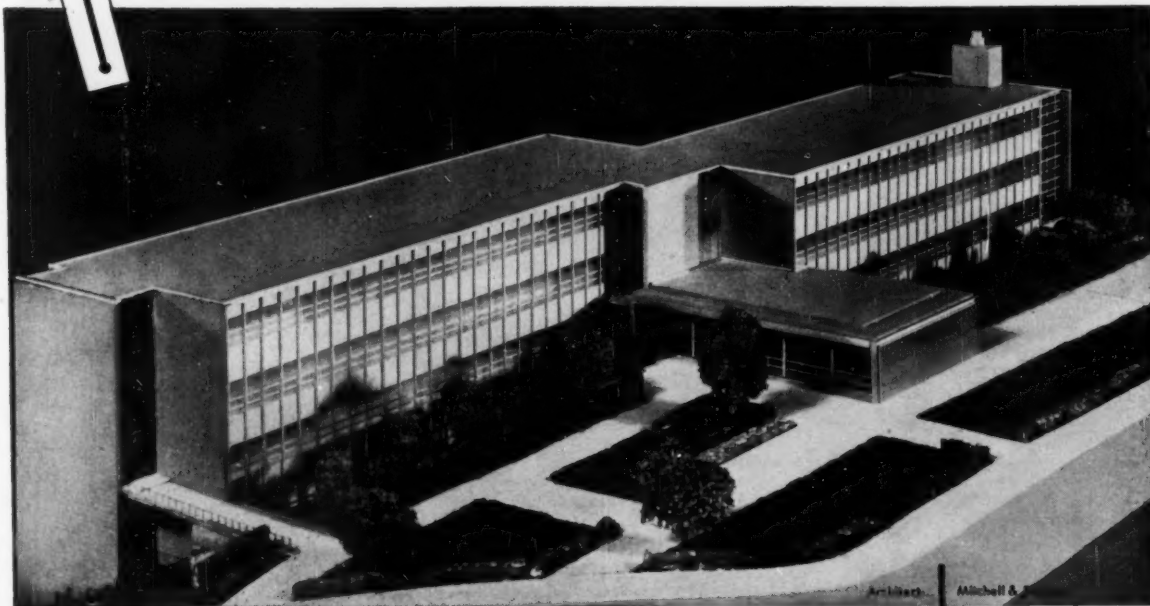
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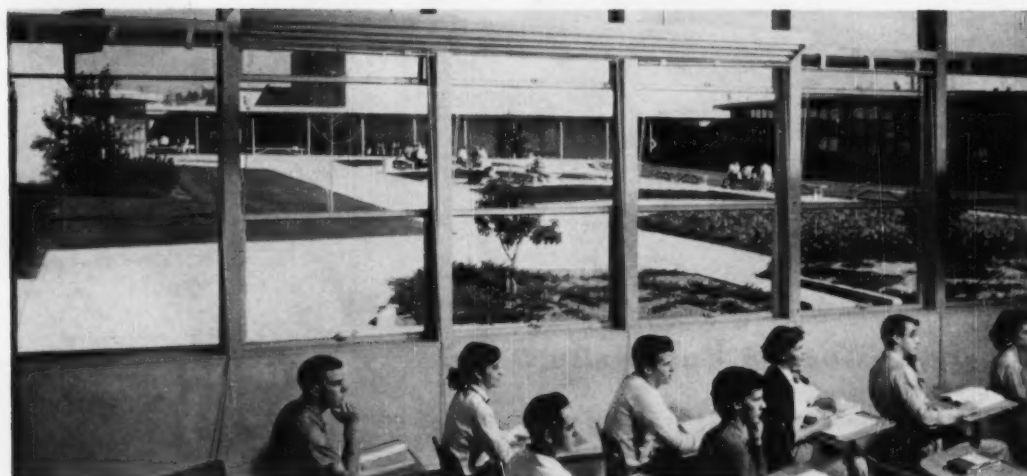
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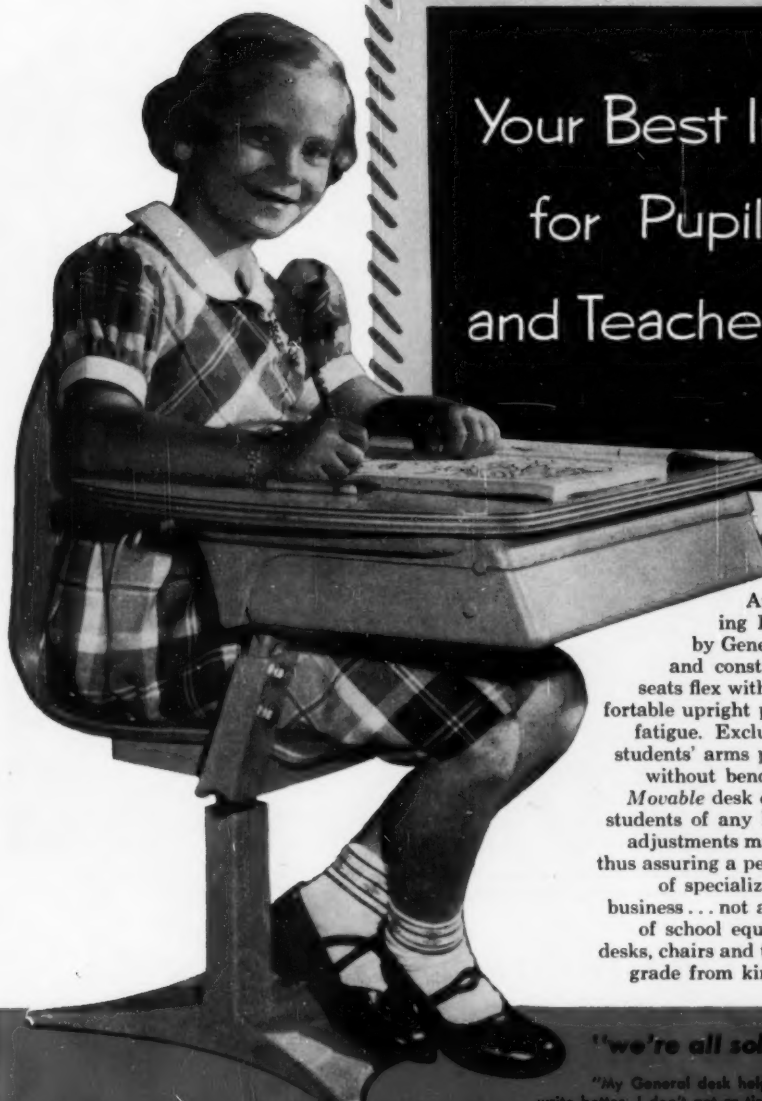
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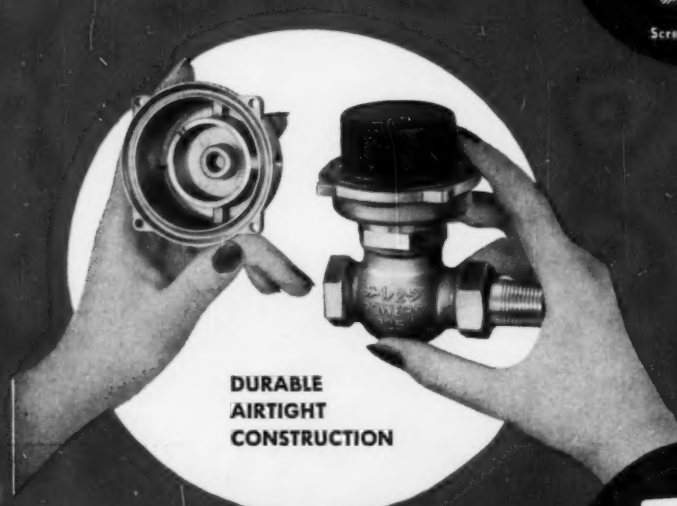
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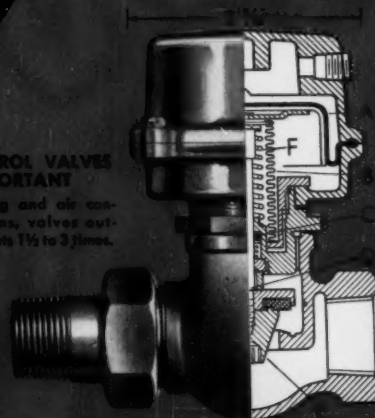


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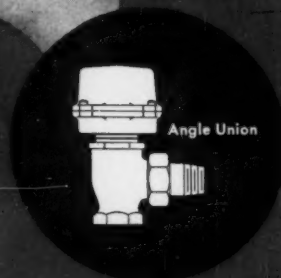
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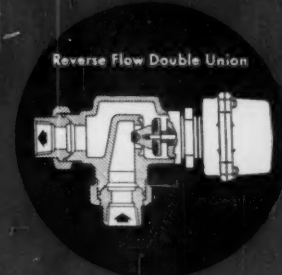


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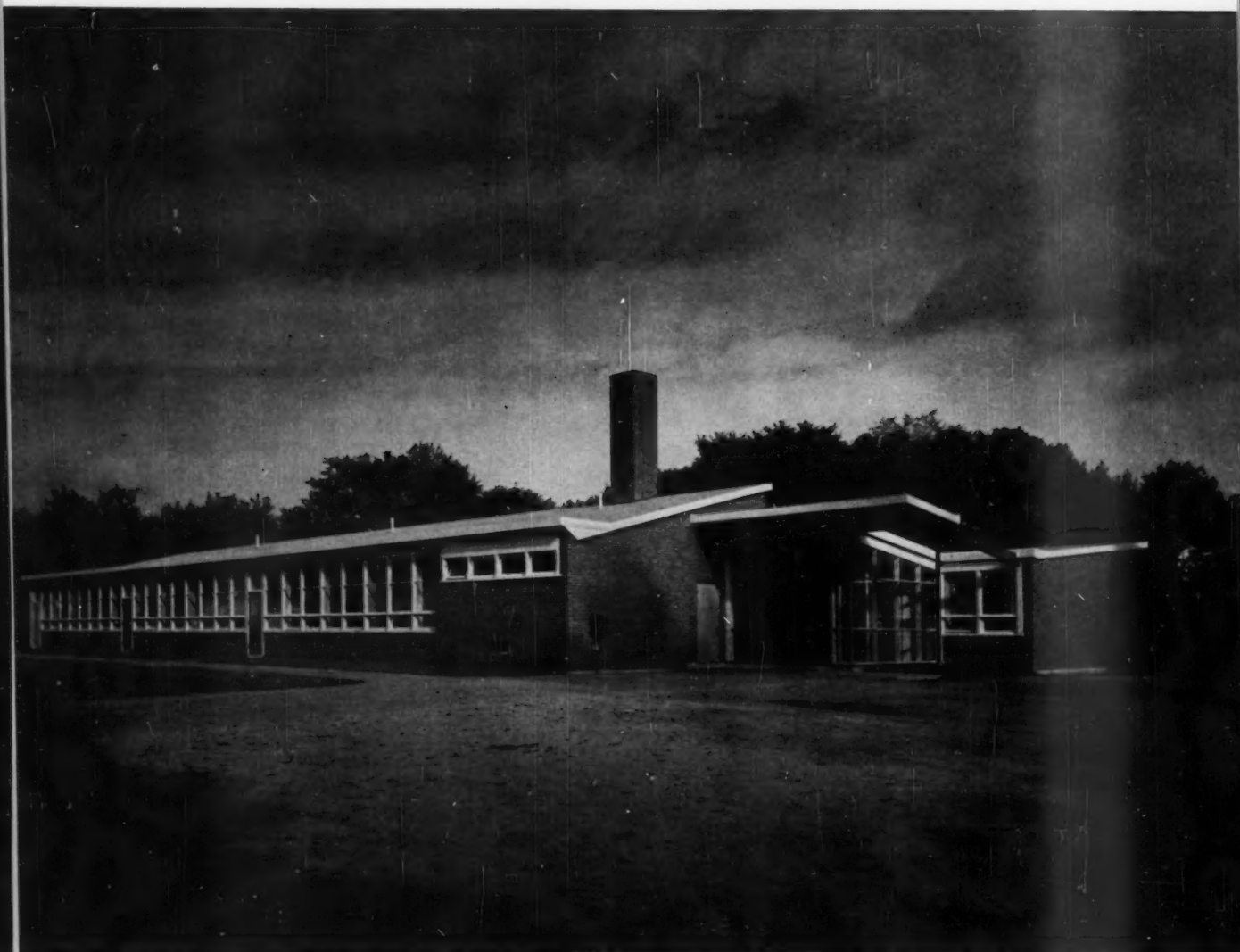
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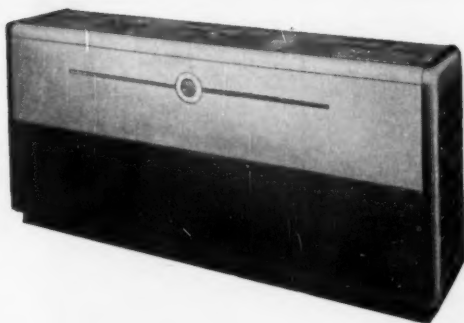
Controls drafts without added heat load

AUBURN, Maine's Washburn Elementary School needed an addition. But the budget dictated: economical building cost, *low* operating cost. What's more, there could be absolutely no sacrifice in either teaching efficiency or student comfort. In short, Washburn officials demanded *more classroom comfort per dollar*.

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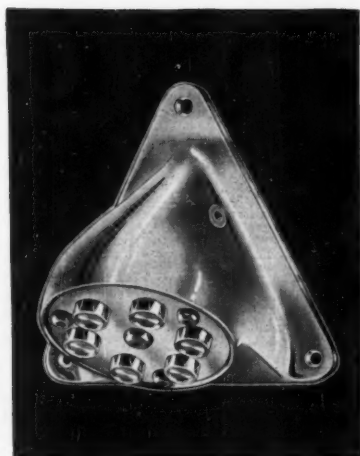
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Model 50 MBW
Auditorium Chair



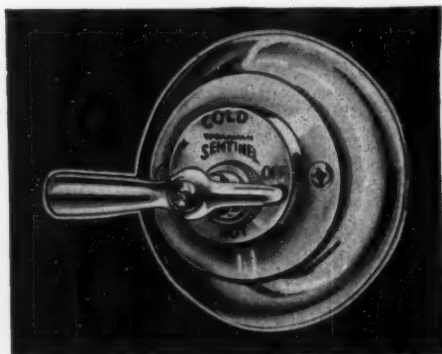
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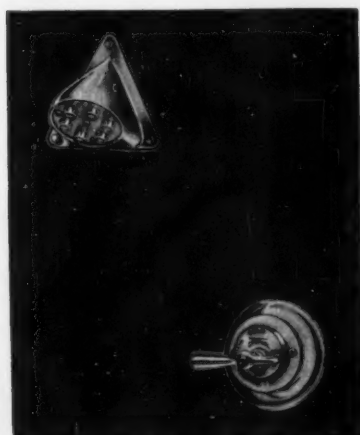
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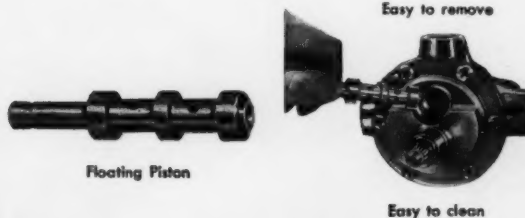


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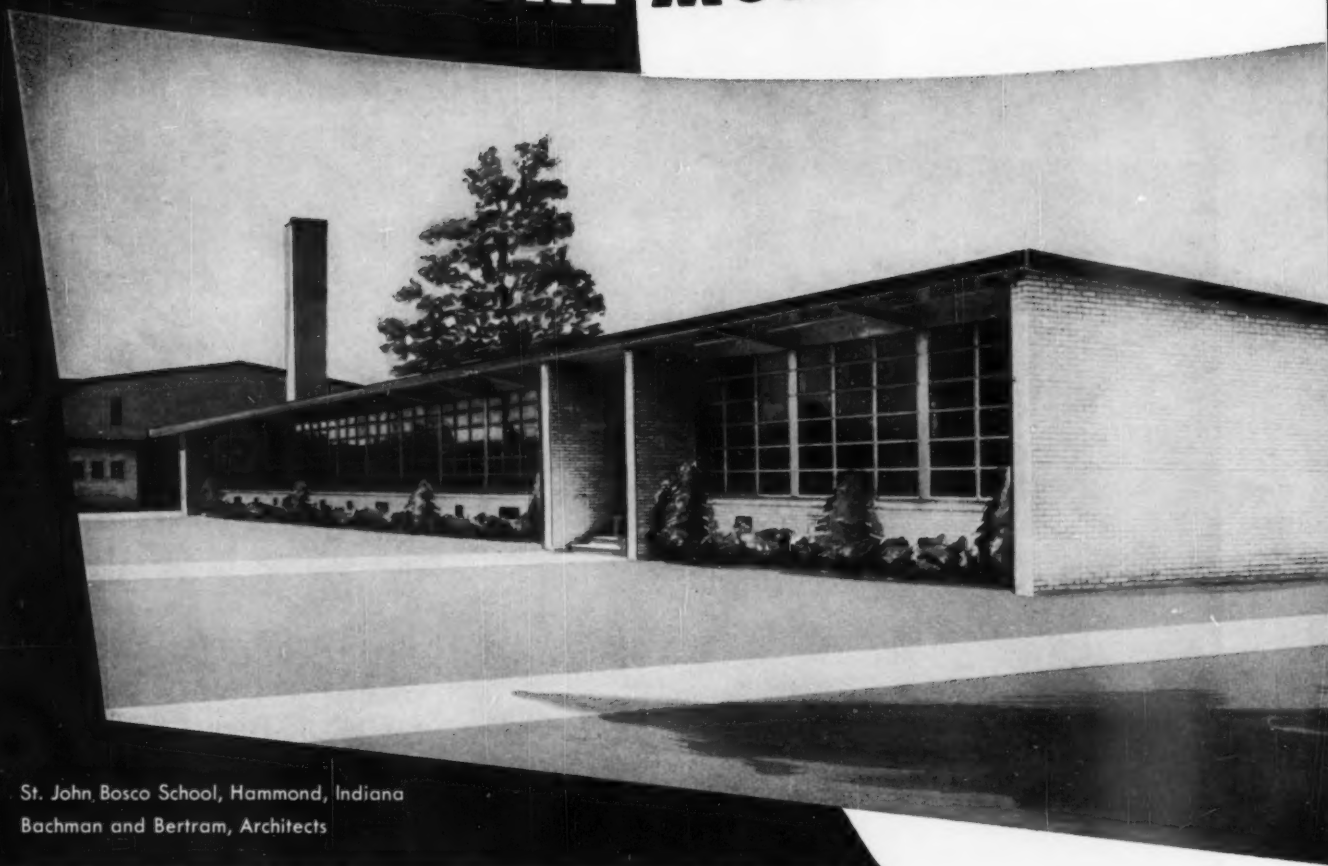
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* Geoffrey Baker and Bruno Funaro in "Windows in Modern Architecture"

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SCHOOL WINDOW ENGINEERING

How to Stretch Maintenance Dollars

...and Please Board Members, Engineers, Teachers and Taxpayers!



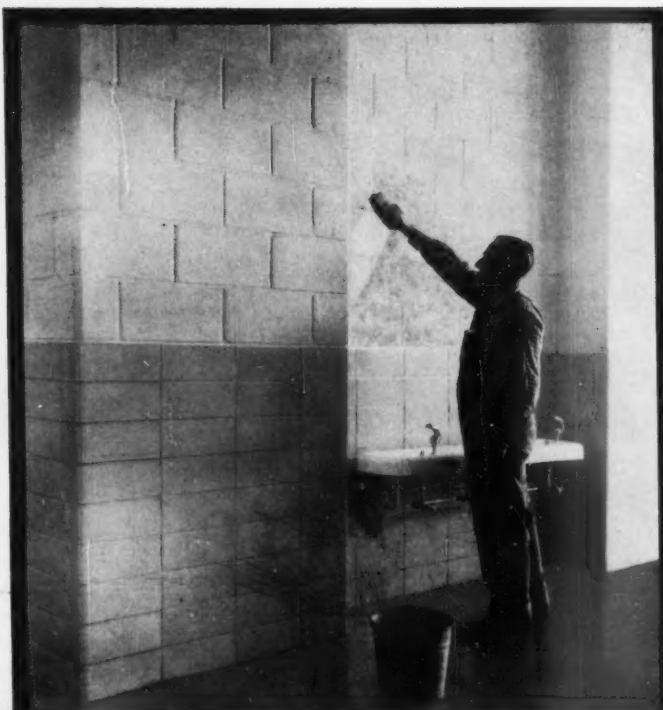
Glare-free, tough and lasting, Cook's Shadotone retains its original color tone years longer. Cook's Color Engineering shows you how to apply Shadotone to help pupil attitudes, study habits and interest.



Cook's Scuff Proof Floor Enamel sets a new high in resistance to the skipping, scuffing traffic of hundreds of little feet. Here is a long-wearing finish that's easy to keep clean—saves hours of maintenance time.



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ONE BIG ECONOMY is the scrubbability of Cook's Shadotone. Lowers maintenance time. Dirty finger marks and greasy mars are quickly scrubbed off. Like-new color and finish return. Cook's Shadotone can defer repainting costs for years.

The right paints can make one of the biggest differences in how far your building maintenance dollars go. That's why, now, so many schools throughout Mid-America are "All-Cook"—from the glare-free Shadotone alkyd enamels on classroom walls to the super-modern paints that add years of life to outside metal.

Cook's Color Engineering Service goes far beyond holding down initial costs. Color selections that help influence behavior and help pupils pay better attention are part of this planning service. This method of color selection and color gradation has been worked out by a team of color specialists and leaders in the field of child psychology.

Before you commit yourself to any plan of painting—protective or decorative or both—why not consult the Cook's Color staff? A note to our office nearest you will bring a color-and-protection engineer to meet your maintenance engineers or your school board for consultation.

Write today for Cook's colorful new brochure, "Color Engineering for Schools." Shows recommended color plans for improved teaching efficiency, easier custodial operation.

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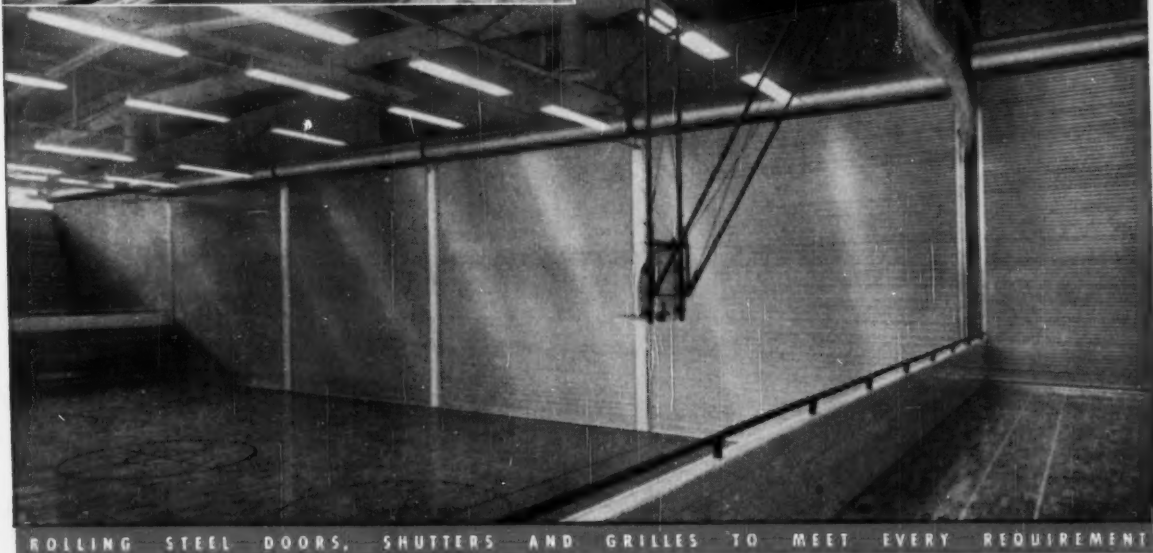
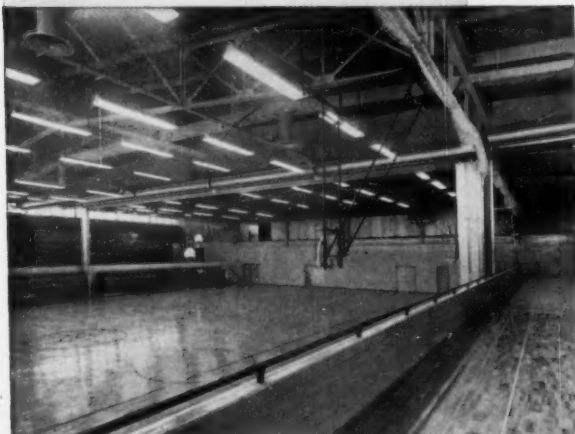


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Rolling Metal Doors

Provide Removable Dividing Wall in School Gymnasium!

The six aluminum rolling doors illustrated here, which form a dividing wall in a school gymnasium, are electrically controlled by push-buttons on a single panel. When the doors are fully opened, the mullions between doors on the main floor are moved out of the way by means of an overhead track and nested at either side, leaving the entire gymnasium floor clear.



ROLLING STEEL DOORS, SHUTTERS AND GRILLES TO MEET EVERY REQUIREMENT

Interior view of Gymnasium in the new Birmingham High School, Birmingham, Michigan. Swanson Associates, Bloomfield Hills, Michigan, Architects. Cunningham-Limp Company, Detroit, Michigan, General Contractors.

Rolling Metal Doors with movable mullions prove to be ideal for a removable dividing wall in the gymnasium of a modern high school. In this particular installation, four power operated rolling doors are employed in the main floor area . . . two more power operated rolling doors are employed to divide the balcony on either side of the gymnasium floor, thus dividing the gymnasium into two entirely separate parts—which is desirable on many occasions in present-day usage. All visible parts of the six rolling doors, were manufactured in aluminum. Similar installations can be made in stainless steel, or in enamel coated galvanized steel which may be painted after erection to harmonize with a general decorative scheme. For high quality Rolling Metal Doors, and Underwriters' Labeled Rolling Steel Fire Doors and window Shutters, see Mahon's Insert in Sweet's Files, or write for Catalog G-56. Inquiries relative to special purpose doors, and installations such as the one illustrated here, should be addressed to the home office in Detroit for prompt attention.

THE R. C. MAHON COMPANY • Detroit 34, Michigan
Sales-Engineering Offices: Detroit, New York, Chicago • Representatives in Principal Cities
Manufacturers of Rolling Metal Doors, Grilles, and Automatic Underwriters' Labeled
Rolling Steel Fire Doors and Shutters; Insulated Metal Walls and Wall Panels;
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"We saved over 1600 man hours using 'UP-RIGHT' SCAFFOLD-ON-WHEELS"

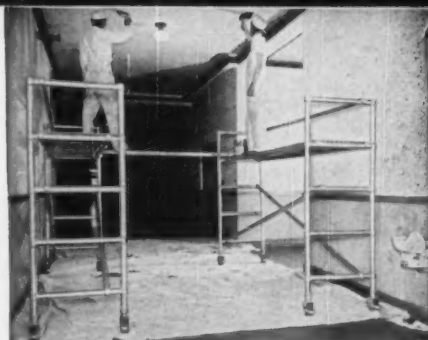


"Our summer program of overhead building and class-room maintenance that formerly took 13 weeks is now completed in only 8 weeks thanks to Up-Right's mobility and rapid assembly!"

Stairways are taken in stride . . . legs instantly adjustable for perfect leveling of platform. ➡



UP-RIGHT SPAN SCAFFOLDS



Write for descriptive circular!



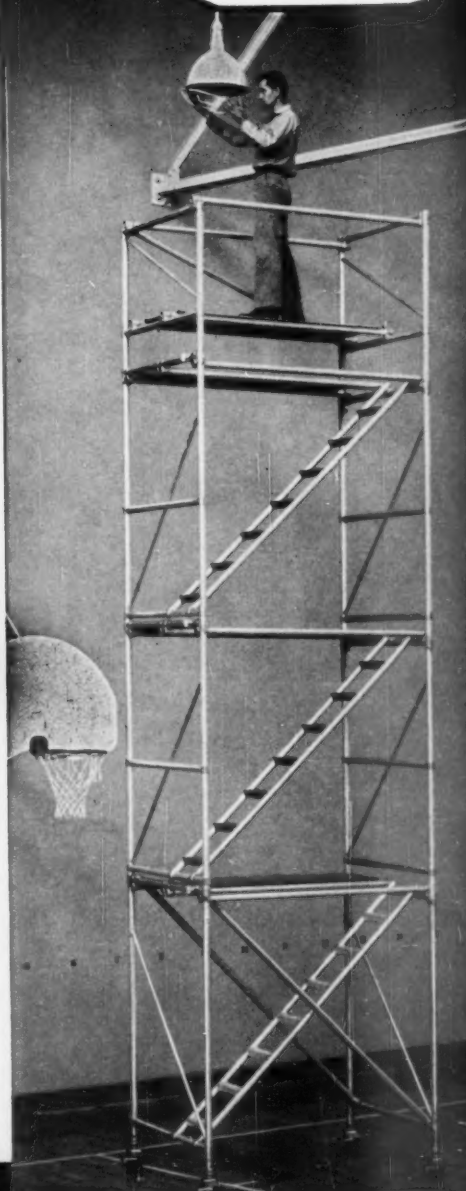
"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

"UP-RIGHT" SCAFFOLDS

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UP-RIGHT TOWER SCAFFOLD
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AMERICAN SEATING PRESENTS...





Now! American Seating sets the style in classroom furniture with Coloramic CLASSMATES — a completely new line of functional tables and chairs styled to keep your school modern!

CLASSMATE tables have self-leveling, silicone-floating glides which adjust automatically to uneven floors. Slim, sturdy steel standards afford maximum leg room. Height is adjustable in 1" increments.

CLASSMATE chairs are comfortable and posture-perfect — adapting form and structure to body shapes . . . with comfort-contour seats and backs.

Usual "school" colors are replaced by Diploma Blue and Classday Coral, lending new brightness to classrooms.

Call your American Seating representative, today, for full details. Or write us direct.

New COLORAMIC CLASSMATES*

By AMERICAN SEATING COMPANY



New CLASSMATE unit tables feature American Seating's Amerex® top, the very best of high-pressure-type plastics — smooth, hard, non-glare surface, no wood parts; protected by aluminum banding. Open-front book-box with natural corner entry provides ideal access to contents. Ask about CLASSMATE No. 549.



Rubber-cushioned ball-joint glides on CLASSMATE chairs self-align themselves to floors. Deep-curved backs tilt to fit each occupant. Roomy seats are compound-curved for maximum comfort. Tapered, stretcher-free legs; girder-and-post, closed, welded construction. Ask about No. 540.

*Trade-mark of American Seating Company. CLASSMATE furniture is covered by patents and patents pending.
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New comfort convenience functional design and



CLASSMATE chair-desks feature Amerex aluminum-banded plastic tops; curved, tilting backs; contour seats; center-divided book-racks. Available in 13" through 18" heights. No. 542.



American Seating Company's new CLASSMATE line includes smart tablet-arm chairs in 17" and 18" heights. Non-trash-collecting book-racks; Amerex plastic arm. Ask about No. 543.

...styled to keep your school modern



CLASSMATE unit table with exclusive "10-20" Amerex aluminum-banded metal-and-plastic top — adjusts silently to 10° or 20°, or level. Steel book-box; all corners rounded. No. 548.



Amerex aluminum-banded plastic top on two-pupil CLASSMATE table is 24" x 48". Steel-girder underframe. Uni-Stow box extra. Also 30" x 60", 30" x 72", 36" x 72" sizes. No. 140.



Equip classrooms for any age group with No. 540 CLASSMATE chairs. Come in NINE SEAT HEIGHTS, in 1"

increments, 10" through 18". (The 10", 11", 12" sizes are available in coral or blue; rest in blue only.)

AMERICAN SEATING



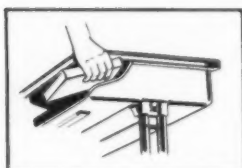
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Mfrs. of School, Auditorium, Theatre, Church, Transportation, Stadium Seating; Folding Chairs

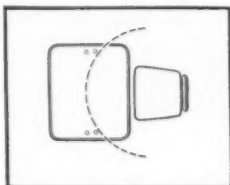
New comfort, convenience, functional design, and durability features of COLORAMIC CLASSMATES

New Coloramic CLASSMATES are of a type of functional design that blends with school architecture. Tables and chairs are of rigid steel construction — yet are surprisingly light in weight. Handsome Amerex plastic tops and arms. Durable baked-enamel finishes—in smart two-tone—lend new cheer to classrooms.

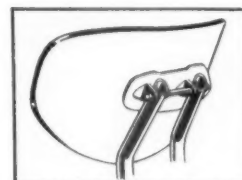
Backed by extensive research, and built to the most exacting engineering standards in the industry, American Seating school furniture outlasts ordinary furniture many years, offers you *more* value per dollar. Let us prove this to you in terms of your own school budget. Call or write us today.



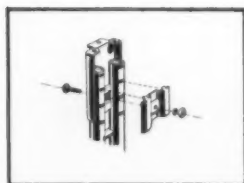
Visible-storage book-box with natural corner entry, and pencil tray. All-steel, curved-corner, sanitary design.



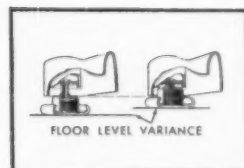
With pedestal standards, it's easier to get in and out of chair; less space is needed for pushing back the chair.



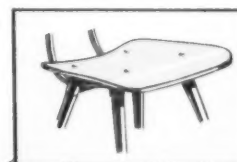
Backs on CLASSMATE chairs are curved to conform to all pupils' backs; tilt on concealed pivots. Back-braces are offset for extra hip room.



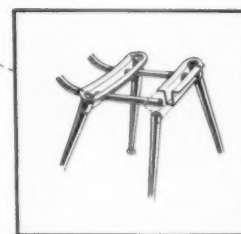
CLASSMATE tables permit adjustment up or down. Bolt-and-nut assemblies adjust each book-box to four positions; three basic standards provide heights of 20" through 30".



Self-leveling, silicone-floating, hardened-steel glides cushion and adjust tables to uneven floors quickly — an *exclusive* American Seating feature. Chrome-plated to eliminate floor-marring.



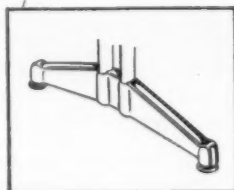
Comfort posture seats on CLASSMATE chairs are compound-curved — that is, curved from front to back and side to side.



Girder-and-post welded construction assures long life, with hardest use. Tapered legs give maximum area, and strength, at welds. Closed construction throughout.



Rubber-cushioned, ball-joint chair glides self-align themselves to floor contours. Chrome-plated, hardened-steel glides slide smoothly, won't mar floor surfaces.



Aluminum scuff strips on the feet of CLASSMATE tables prevent wearing of finish, help maintain new appearance indefinitely—another important American Seating feature.

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WORLD'S LEADER IN PUBLIC SEATING

Litho in U.S.A.

Public Education in the United States

A Successful Past . . . A Challenging Future

With this 65th Anniversary issue, the AMERICAN SCHOOL BOARD JOURNAL congratulates American education for its successful record in molding a magnificent mass education system. History fails to reveal when another State has evolved a comparable educational program.

Looking ahead to the future, impending crises are seen. These obstacles, particularly in schoolhousing, teacher supply, and financing areas, will challenge school boards, superintendents, and other school executives as they strive to maintain the steady past progress in providing maximum available educational opportunities.

* * *

Dr. Edward A. Fitzpatrick writes a compact yet comprehensive history of this vast growth in our educational system from the establishment of the JOURNAL in March, 1891, to the present, reviewing notable problems and over-all advancement.

An example of what has been achieved by a unified administration during the past 65 years in a typically American community is described in a brief story about the Sioux City, Iowa, school system—continuous subscribers to the JOURNAL since it was founded.

* * *

Looking forward, Dr. Samuel M. Brownell, Commissioner of Education, summarizes the problems that lie ahead for school boards.

W. W. Theisen, president of the National Council on Schoolhouse Construction, sees the present critical shortage of classrooms, along with an attendant increasing teacher need, snowballing until a calamitous climax is reached—unless communities accept realistically today's school plant

needs and immediately and efficiently work to find the best solution.

O. H. Roberts, Jr., president of the National School Boards Association, considers several projects designed to strengthen the NSBA and school boards individually.

Belmont Farley, director of press and radio relations for the National Education Association, writes about the current status and future development of the increasingly important American Association of School Administrators.

J. Wilbur Wolf, president of the Association of School Business Officials of the United States and Canada, coauthors with Charles W. Foster, the organization's recently appointed executive secretary, a preview of what the Association's new "forward look" will mean in concrete terms for the group's aims and objectives and for its service to members that will be designed to aid them in attaining professional efficiency in their school business work.

* * *

This special report on the trends, with a perspective of the future, of the administration of public education in the United States represents the latest phase of a 65-year policy on the part of the JOURNAL to furnish vitally needed information to local and state levels of school administration.

If the JOURNAL has served school boards and other school executives in this manner during the past, let this service indicate a renewed determination to offer in the years ahead the same best available thought and most modern innovations in school government, so that all school administrators may work together, and, as a co-operating unit, continue to develop and direct an educational system worthy of American children.

A Forward Look for School Boards

SAMUEL MILLER BROWNELL

Commissioner of Education
U. S. Department of Health, Education, and Welfare

More education for more persons, more efficient than ever before—that is the education task which faces us as a nation. To school boards this means that more problems call for wise decisions, clear vision, broad perspective, and teamwork with educators and citizens in the community, more effectively than in the past. School boards cannot be content merely to reflect community sentiment. They have an increased responsibility for interpreting education needs to the community.

School Board's Future

School boards today are able to build upon a foundation of public interest and support for education that is stronger than at any time in the history of this nation. School boards can move ahead assisted by a public confidence in the integrity of school boards that has been built by devoted public service of thousands of school board members through many years. School boards have increased their own consciousness of the need and value of combining their resources through State Associations and a National Association of School Boards. These are elements of strength which give promise of increased effectiveness by the boards of education in the United States.

A few years ago some school boards looked upon citizen advisory committees as groups which might challenge the authority of the school board, or interfere with its work. Today the more than

12,000 local advisory committees and the nearly ten million members of parent-teacher associations are recognized by boards of education as essential to public understanding of a forward looking school program and what is needed to provide it. The school boards which promote more relationships and closer co-operation with these interested citizen groups are building solid and essential support so necessary for sustained educational progress.

The White House Conference on Education, preceded by state and local conferences, has focused attention on problems which challenge statesmanship as well as devoted service by school board members. Among other things, the State and the national study of education has emphasized the need for reorganization of many districts. School boards are challenged to provide leadership in local districts to work with other districts and with State authorities towards districting which will be financially more efficient, which will permit most efficient use of competent teachers, and which will provide adequate school curricula through high school years.

Elevating teaching to a status in the community which will cause the ablest young people to prepare for teaching, and will make fine men and women, once employed, want to continue to teach in the community year after year, lies to a large degree within the power, and depends upon the attitude and the leadership shown by the school board.

State associations and the national association can provide opportunities for study of these problems by school board members, and for interchanges of information and development of common understandings that are needed in working out solutions to these problems.

The progress made by school boards in the past 20 years in improving their operations has been notable. Students of education agree with many visitors from other nations in ascribing much of the strength of public schools in the United States to the local governing boards, and to the services they render—not for pay, but for public good. No nation could adequately pay for the voluntary services rendered by thousands of school board members.

A Difficult Position

Ahead lie as important and as difficult problems as the schools of this nation have ever faced. They can be, and they will be solved, I believe, in the pattern which has developed the schools of this nation—through school boards which reflect the will and the wisdom of the communities they serve.

School board membership ahead will not be easy, but I know of no form of public service which offers as great an opportunity for one who wants to do something important and worth while. The Office of Education hopes that it can be increasingly useful to school boards as they press forward to strengthen education.

Commissioner Brownell writes a brief statement of some of the more important problems facing school boards in the years ahead, citing their progress and their accomplish-

ment in the past and tendering an offer of service on the part of the United States Office of Education to school boards "as they press forward to strengthen education."

Future Schoolhousing Needs

W. W. THEISEN

President, National Council on Schoolhouse Construction

Startling increases in birth rates throughout the nation point to a continuation of increasing enrollments for the next several years. In many localities, each year during the past several years has set a new "baby-crop" record. While it may be somewhat more difficult to predict enrollments beyond the five-year period immediately ahead with a high degree of accuracy, there is no escaping the fact that marked increases in school enrollment will occur during the next five years. The children have arrived and are only awaiting the time when they will have attained the minimum age of entrance. Unless some unforeseen conditions arise to cause a decline in birth rates, enrollments will continue to mount for some years beyond the five-year period immediately ahead. It is highly probable that those born in the next few years may be even greater in number than those born in the years which will make up our enrollment in the next five years. They are certain to be higher in number than those now in the high schools and upper elementary grades.

Increases in enrollment will mean increases in the already serious schoolhousing and teacher shortages. While current estimates vary somewhat as to the total number of additional classrooms that will be needed, students of this aspect of the problem view the situation as critical. Estimates based on studies by the White House Conference Committee and by the U. S. Office of Education, which employed a "grass roots" study of needs in various states, point to a need of 300,000 to 400,000 additional public school classrooms by 1960. This figure represents both those needed for additional children and for replacement. It does not include those needed by private and parochial schools which are also pressing. Reports from many individual states would indicate that the estimates made are quite conservative and may prove too small.

To many persons a national shortage of 400,000 classrooms or a shortage of several thousands classrooms within their own states may represent little more than a

matter of academic interest. This is a time, however, when the shortage is a matter of very grave concern to those familiar with the facts. The American people, as a whole, need to be awakened from their lethargic attitude toward school needs. The recent White House Conference was a noteworthy step in that direction. The schoolhousing shortage will undoubtedly form a basis for discussion of federal aid to education in the present session of Congress and in future sessions. This, however, should not lead local communities to conclude that their needs will be met in Santa Claus fashion. As President Eisenhower has pointed out, the primary responsibility for maintaining educational facilities should be local and state rather than federal.

Thousands of local communities should be seriously concerned with the probable impact of the increasing child population upon their own local problems and what they can do to solve them. Few thinking citizens will deny that increasing enrollments represent not only increasing needs for school buildings and equipment, but for additional teachers, already in short supply, and for additional funds. Everyone should realize that in simplest terms every increase in enrollment of 30 to 35 pupils requires an additional classroom and an additional teacher at an additional annual operating expenditure of \$5,000 or more, over and above the original cost of the classroom and equipment. Perhaps the most difficult problem of all for school boards, superintendents, and community leaders is to develop a genuine appreciation and understanding of the many problems involved and a wholehearted desire on the part of the rank and file of citizens to remedy the situation. Many well-intentioned citizens lack a true appreciation of the magnitude of the problem facing their own local communities. Were this not true, the instances in which bond issues have been defeated and children denied the privilege of attending school full time or forced to suffer other forms of educational deprivation would be far less in number.

A Thorough Study

The first responsibility of local communities in the face of mounting birth rates should be to make a thoroughgoing study of their own present and future educational needs and to formulate a constructive program for meeting these needs with every means at their command. Unless this is done, many communities will find themselves facing educational disaster. The total effect on a nationwide basis may prove little short of a national calamity.

Citizens everywhere may well ponder the statement by Vice-President Nixon in his address at the opening session of the White House Conference where he pointed to the estimated need for approximately 1,600,000 new teachers in the next ten years, while at the present rate of training, we will produce a supply of only 800,000 in the same period. Citizens should be informed as to the facts in ways that will leave no room for misinterpretation or lack of understanding as to the needs of their own communities.

Many communities will find themselves in distress because of inability to finance their needs, even when levying the maximum permitted by law and utilizing their borrowing powers to the limit. In many instances, constructive legislation will be required to increase educational resources. Enactment of such legislation seldom comes easily, unless strongly supported by a public so fully aware of its needs that it is completely determined that the educational program for its children shall not suffer. Even with the most liberal efforts on their own part, some communities will not be able to provide the necessary funds without assistance.

Various Solutions Possible

In attempting to solve its schoolhousing problems, careful consideration should be given to the various possible solutions. First of all, the public should be assured that every effort is being made to utilize present facilities to the fullest. Local school systems should consider various means of coping with the situation. For

example, what can be accomplished through redistricting or consolidation of adjoining attendance districts, or by transporting children to less crowded schools? Are there unused spaces which, when properly renovated, and provided with modern equipment for lighting, heating, and ventilating, would make acceptable classrooms or other educationally useful rooms? What would be the relative cost of remodeling or adding to a present structure as compared with a new building? Is there a danger of overbuilding? If so, should consideration be given to the use of temporary classrooms which may be removed when no longer needed at a given location? Some have proposed a 12-months school year which, for various reasons, is not acceptable to the American people by and large, either in rural or urban areas.

Those who hesitate to face the facts and their implications may well ponder the alternatives if communities fail to meet their responsibilities in providing necessary accommodations for their children. There is grave danger at a time when the American people are confronted with the problem of survival and when an educational program of the highest quality is needed that the educational advances of the past several decades will be lost. For sheer lack of space, to say nothing of the effects of a growing teacher shortage, we may expect a curtailment of various types of educational activities and services.

When schools are overcrowded, school districts feel obliged to reduce their curriculum offerings to avoid burdening teachers with unreasonable loads, the result is an educational loss to future generations of citizens. Courses deemed essential by educational leaders and designed to aid in carrying out the aims and purposes of modern education are greatly reduced or scratched from the list of offerings. Instead of coming to grips promptly with the problem, they often force administrators and school boards to resort to such makeshift measures as half-day classes, double shifts, classes so large that teachers cannot be expected to achieve satisfactory results, raising the age of entrance for beginners, restricting kindergarten attendance to one third of a day or discontinuing them entirely, and many others. Failure to provide funds and space may result in curtailment or elimination of many courses in secondary schools, such as arts and crafts, commercial subjects, home economics, foreign languages, industrial arts, laboratory science, music, and others. It may result in reducing or deferring the inauguration of classes sorely needed for mentally and physically handicapped and for gifted children. In many communities, assembly halls, auditoriums and stages, cafeterias and lunchrooms, gymnasiums, storerooms, and even shower rooms, are already being pressed into service as regular classrooms, often with several classes in the same room. The result of such use is to defeat

the original purposes for which these facilities were designed. Our purported education of the whole child becomes little more than a hopeful dream. The cumulative effect of widespread use of such makeshift measures as those indicated above can only mean educational retrogression on a national scale. The great need, as already indicated, is to alert the citizens of this country to the point of action. What has already happened in many communities will happen in many others when they fail to develop plans for meeting future educational needs and to follow them promptly with appropriate action.

A Detailed Procedure

Developing plans for meeting educational needs involves several distinct steps. First, consideration should be given to the curricular and co- or extra-curricular needs of a community. These in turn need to be translated into terms of space requirements, equipment, teachers, and costs. The next problem will be to determine as nearly as possible the number of children at various age and grade levels to be cared for at given dates and in various sections of the larger community. The third step is to determine the physical plant needs for offering the intended program to the children expected. A fourth step involves the determination of what adjustments should be made in present facilities through a redistribution of building loads and building changes to aid in solving the space problem. The next step will be to determine what will be needed in the form of new buildings, grounds, and equipment with due allowance for obsolescence and for contingencies. The latter is necessary for the reason that it is impossible to determine with certainty several years in advance just what uses may be made of the land in certain areas, what lands may be pre-empted for governmental or institutional use, or what lands will be made untenable for residential and school use, because of such developments as new highways, manufacturing plants, and others. The annexation of additional territory to the school district, or the municipality of which it is a part, or the detachment of certain territory may produce unforeseen contingencies.

The next step to be taken in planning for the future is a consideration of the financial aspects of the problem. What funds will be needed and what measures will be necessary to provide them? How much can be raised locally and what aid must be sought from other sources? What changes in legislation affecting school revenues or what changes in requirements affecting school costs should be sought?

As an illustration of changes to be sought in requirements affecting school costs are changes in building codes which are unnecessarily restrictive of whose requirements are not supported by research but have been made under pressure of

special interest groups. Why, for example, should temporary classrooms which are truly portable be perfectly acceptable in Detroit and unacceptable in Milwaukee where permanent foundations extending below the frost line are required? Yet, climatic conditions are practically identical. Or why should communities in some states be required to maintain classroom ceiling heights of 12 feet while others permit them to be as low as 9 feet or less and find them highly satisfactory? Unnecessary or unwarranted restrictions in terms of such matters as the kinds of building materials which must be used, or in terms of minimum per pupil areas, volume of air to be supplied, toilet fixtures required, or width of stairways and corridors far beyond the requirements of health and safety add greatly to the cost of school buildings.

Public Enthusiasm Vital

As a further step in planning the measures to be taken in an effort to solve the educational problems of a community or school district, a plan should be developed for placing the facts before the public and developing a true understanding of what will be necessary. The task will be to develop such an appreciation and understanding of the problem as to arouse the citizens of the community to positive and determined action. In doing this, a convincing case should be presented in effective ways not only as to present and future needs, but the case should be supported by ample evidence that an excellent job is now being done, considering the limited facilities and means available.

No one should assume that the task will be finished when the various steps indicated have been carried out. The entire process will need to be systematically repeated at frequent intervals. In some communities, particularly in larger cities, the process should be a continuous one with revisions being made as facts warrant. Oddly, parents of the large "baby crops" of recent years were not themselves members of large "baby-crop" classes. What will happen when the children of recent years join the ranks of parents staggers the imagination.

In closing, the purpose of this paper has been to call the attention of the reader to the critical situation confronting the schools of the nation and to suggest the need and a possible way to devise plans for meeting it if educational disaster is to be avoided. Let him who refuses to be impressed with the facts cited merely count the number of children entering school in his own community for the next few years and compare each year's number with the number who entered when the graduating class for the corresponding year enrolled in school for the first time. This should serve to convince the most skeptic of a growing problem of providing a program in school plants of size to accommodate increasing numbers.

NSBA Projects for the Future

O. H. ROBERTS, JR.

President, National School Boards Association

As your President I believe firmly we have made progress during the past year, but as the politicians say, we will have to let the record speak for itself. As I have said over and over, the tragedy of our situation today is that the school boards movement is 20 years behind the needs it must fulfill.

Now for a short time, I would like with you to take a look at the future and the pathway along which I believe we must go. I must admit that at this point I am more than a bit prejudiced in my belief that we have before us the greatest opportunities of any organized group now interested in the cause of education. . . .

Future Needs

For many years we have had a number of sources of research in matters that are of concern to school board members. This task has been performed by schools of education, by graduate students, by educators, and in more recent years by our stronger state School Boards Associations. However, it is our opinion that not only is there much left undone but also there is too much duplication and too little circulation of much of this work among school boards of the country. The National School Boards Association, in our opinion, can very profitably develop studies in this area to determine not only our needs as school boards but also some of the means of making such research more readily available to all of you. A preliminary study should lead to a research department which should become a permanent part of our organizational structure. . . .

Back in 1953, when we conducted our first workshop in Evansville, many state leaders expressed a desire and a need for help from the National School Boards Association to assist in the training of lay and professional School Boards Association personnel. We have had neither the resources nor the personnel to provide this program. We have people in our movement who themselves could be of real assistance,

During the past year, the National School Boards Association played a leading role in what one of its directors, John Henry Woodall of Georgia, called the great "revival" year in education.

For the NSBA, 1955 meant considerable membership growth and improvement in financial support. It saw the selection of an Executive Committee to act between meetings of the Board of Directors. This newly formed group met several times to "forge into reality an organization which will place the National School Boards Association and our family of State School Boards Associations in the role of leadership."

The year of 1955 saw a meeting, under the NSBA direction, of many leaders of business and professional fields whose thinking opened up a "new look" at some of the most basic problems in education. This, the Kansas City Symposium, which lent and is lending new status and recognition to the NSBA, was a high point in the meetings which were held during the past year.

O. H. Roberts, Jr., looks ahead to the future plans of the NSBA in accompanying remarks, which were excerpted from his president's message delivered at the NSBA Convention, Atlantic City, February 16, 1956.

I know from talking with many state school board association leaders that you would welcome and could use school board workshops to develop techniques of leadership and organizational know-how. The National School Boards Association should do everything possible to develop such a project which would lead to better school boards and better association service.

Probably no greater problem exists today in the field of education than that of working out techniques for better working relationships among lay and professional groups that are sources of improvement in

education and are supported by the public.

. . . I sincerely believe that a great contribution can be made in this area by a group of leaders of such related organizations led by the National School Boards Association studying techniques of getting together and learning to work together. I believe this goes even beyond the work of the National Organization's Roundtable of which we've been a part for several years. . . .

Finally, although by no means the last area in which I believe we should make progress, as an organization, is in a study of our state and national roles in the determination of legislative policy affecting schools. During the past year, as your president, I have become painfully aware of our limitations in this area. One brief illustration might bring out what I mean. The National School Boards Association is a federation of state associations. As such our basic weakness in developing and taking a position on such subjects as federal aid, or in other areas on which we so often disagree rather basically, becomes very easy to see. We might do well to consider, as a national project, a study of the best means by which we might interpret our position to others on controversial matters which are important to us. . . .

School Boards as Leaders

More and more, in many ways we are coming to realize that the great problem of our time, of our society as the leader of free people, is the solution of our educational problems. . . . School boards must be composed of dedicated, intelligent, and courageous lay leaders working together with professionals devoted to the same cause. Our national association, our state association members, have never had a greater challenge, a greater opportunity than in this year of 1956. May we together prove to ourselves and to our children that we have the ability, the courage, and the belief in our way of life to make our dreams become reality.

A Forward Look for A.S.B.O.

J. WILBUR WOLF

President, Association of School Business Officials

CHARLES W. FOSTER

Executive Secretary, Association of School Business Officials

The 41st Annual Convention and Meeting of the Association of School Business Officials of the United States and Canada, held at Chicago's Hotel Sherman last October, made news in several ways. However, one of the most significant aspects of that meeting was the "Forward Look" taken by the organization under the leadership of its thoughtful executive board.

The association adopted a revised constitution and set of bylaws, which now reflects intelligent planning along the following vital avenues.

In Aims and Objectives

ETHICS AND EFFICIENCY. The A.S.B.O. is determined to promulgate and establish the highest standards of ethics and efficiency in school business methods and practices as its "Number One" aim.

PROFESSIONAL DEVELOPMENT. The A.S.B.O. has decided to engage in a program of professional development and improvement of persons carrying on activities in the field of school business management as its second objective. It has "University Contacts" at the national level, and several subcommittees at the local level, currently working upon this area. A.S.B.O. is anxious to encourage more programs in the field of educational business management, especially at the graduate level, and with an emphasis upon internships.

IMPROVED STANDARDS. The A.S.B.O. declared its third objective to be a provision of leadership in the establishment of improved standards and practices in the field of school business management. This aim is closely allied with the following two, and is also tied in with the new "service memberships" explained below.

CLEARINGHOUSE. The A.S.B.O. announced as its fourth aim to provide a central clearinghouse for the exchange of information on school business management matters. This is currently being at-

tained through the professional library being established in A.S.B.O. Headquarters Office, located at 1010 Church Street, Evanston, Ill.

RESEARCH. The A.S.B.O. asserted its fifth objective was to conduct a program of research and publications in the field of school business management. It is accomplishing this aim through the work of several research committees, a variety of special committees, and graduate study and research undertaken by both individual students and by selected schools and colleges.

CO-ORDINATION AND CO-OPERATION. Sixth and final aim in the A.S.B.O.'s revised constitution explains and interprets the functions of the organization and the role of its membership in relation to other fields of education. This is to be accomplished partly through its headquarters office, partly through its publications, and partly through liaison with other professional organizations, such as the National Safety Council, certain National Committees, the American Association of School Administrators, and similar groups.

In Memberships

The A.S.B.O. expects to increase its regular membership, which is open to all school board members at the regular rate of five dollars per calendar year per person, and to emphasize democracy in office-holding.

LIFE MEMBERSHIP will be "pushed" during 1956. This is a new category, which is obtainable through the lump-sum payment of 50 dollars. This is a real bargain for regular members—and for individual school board members who expect to serve for ten or more years on a board of education or board of directors.

SERVICE MEMBERSHIPS will be emphasized during 1957. Service membership is a new category primarily intended for smaller school districts that do not employ

the services of a full-time school business official. The idea is that the services of the A.S.B.O. would be offered to a smaller school district upon the payment of a \$25 annual fee. This would entitle the school district to a yearly subscription of the association's monthly publication, it would entitle them to a free copy of each bulletin published during the year, and most important of all, it will entitle them to present their problems in educational business management to the headquarters office. A.S.B.O. will then serve in a consulting capacity for these problems, and help the school district solve them.

In Conventions

The A.S.B.O. looks to the future conventions it has scheduled (1956 in Washington, D. C.; 1957 in New Orleans; 1958 in New York; and 1959 in Miami Beach), not necessarily to make them bigger, but with a sincere effort to make them better.

Discussion groups, business manager and other round tables, and, in general, more participation by the individual school business official will be woven into future A.S.B.O. conventions. Planning for the 1956 Convention and Annual Meeting to be held in the Sheraton-Park Hotel in Washington, D. C., October 7-11, 1956, is already well under way.

Finally, the A.S.B.O. Executive Board realizes that it would not be wise to attempt to cover too much territory at one time. They have envisioned many fine projects for the organization, and they are convinced that the future is bright. They are optimistically looking forward to accomplishing the aims and objectives and achievements outlined in this article, and they firmly believe that it is possible to experience a "tomorrow" in educational business management that will well match the atomic age of today!

Sioux City's Excellent Record of Unified Administration

The story of the development of the Sioux City, Iowa, school system from its beginnings in 1869 to the present is a success story of co-operative achievement in the education of a community's children. From the little red schoolhouse era, when a staff of five teachers tutored 140 pupils to the highly complex system of 1956, when over 650 teachers instruct an enrollment of more than 14,000 in 32 schools, Sioux City has been a singular example of close-knit and highly progressive administration.

Continuous subscribers to the AMERICAN SCHOOL BOARD JOURNAL since the magazine's inception in 1891, the Sioux City board of education has utilized the JOURNAL as a means of maintaining harmonious working relations with its staff members. Whether facing the Depression's dwindling financial resources or today's critical schoolhousing and staff shortages,

the Sioux City board, superintendent, and business manager have been able to work together consistently as members of a team, rather than factious individuals. They have always believed educating the system's children fundamental, rather than primarily seeking personal prestige.

H. C. Roberts, business manager of the Sioux City schools since 1919, who has worked with 57 individual board members in his 36-year tenure, has found the Sioux City, JOURNAL-reading board unusually well-informed and receptive. The school board and other school administrators in the system have been able through the years to "work very closely," Mr. Roberts believes. They have had a common understanding of their roles and a mutual source of information to help them carry out those roles.

"I have found the JOURNAL an ideal tool," agrees Marvin T. Nodland, superin-

tendent of schools at Sioux City since 1946, "to help the board members become better informed and possess an understanding of the work to be done in all facets of the administrative process. Especially with new board members, I believe the JOURNAL especially valuable. It has played a vital role in quickly orientating them."

Affirming this belief that the city has enjoyed a smooth-functioning administration through the years is the fact that only nine superintendents have served in the 86-year history of the school system, including residencies of 20, 13, 11, and 9 years.

The Sioux City Board

Since the first election of school directors in 1869, the Sioux City board has had a membership of seven citizens. Currently serving the schools are two lawyers, four



THE 1955-56 SIOUX CITY, IOWA, BOARD OF SCHOOL DIRECTORS

Carrying on a tradition of co-operative handling of school problems are the administrators of the Sioux City, Iowa, schools. From left to right: Mrs. Russell La Due; Maurice E. Rawlings; H. C. Harper; Wm. A.

Amsler, board president; H. C. Roberts, secretary and business manager; Marvin T. Nodland, superintendent of schools; Arvid O. Sundquist; Oscar A. Towler, board vice-president. Don Severeide was absent.



Discussing plans for the newest phase of Sioux City's ambitious adult education experiments in television are, from left to right: John Osman, director of Test City Projects for the Fund for Adult Education; Elmer Swenson, chairman of the adult education advisory council; John F. Schmidt, adult education co-ordinator; Wm. A. Amsler, board president; and Marvin T. Nodland, superintendent of schools.

businessmen, and a former kindergarten teacher now a housewife. Their joint service amounts to 53 years or an average of over seven years.

Because "it is a well-known fact that any organization is no better or worse than its governing body," Mr. Roberts states, "Sioux City has been most fortunate in the character and ability of men and women who have . . . accepted the responsibility for the guidance, and conduct of its schools."

School Building Shortages

Perhaps the keenest challenge in the board's 86-year history has been its various school building crises. Apt handling of these demanding situations indicates the success that can result from co-operative effort in meeting serious problems.

The first "building boom" program planned and executed by the Sioux City Board was developed in the last 15 years of the nineteenth century, when a radical annexation plan enlarged the area of the city to 45 square miles. The newly annexed areas needed more adequate school buildings. The board accepted this call by building, in a matter of less than ten years (from 1885 to 1893) 22 schools and additions and increasing the number of classrooms from 32 to 142.

The report of the superintendent at the time comments upon the board's efforts to meet the critical housing situation by saying that "few of our citizens appreciate fully the difficulties which confront the Board of Education in their attempts to furnish excellent school accommodations to all the widely scattered residents of this city of 'magnificent distances.'"

To serve better the school children of these "widely scattered residents," the board (in 1893) "inaugurated the policy of transporting children of thinly settled suburban districts." The radical (for the period) plan met with such plaudits that

several years later the state enacted a law legalizing the transportation of school children.

The movement of population to the suburbs with its attendant enrollment shiftings, a building boom due to a swelling birth rate that followed World War I, and a progressive plan for a separate school for the seventh and eighth and ninth grades, were among the problems worked out together by the board, the superintendent, and business manager to afford at least temporary relief to dogging school building troubles.

To Rebuild or Remodel?

In 1927, the board faced the dilemma of whether to tear down the educationally obsolete but physically sound brick buildings constructed during the '80's. As an attempt to avoid the necessity of asking voters for steep building replacement funds, the board conferred with the superintendent and business manager at great length and evolved a plan for the test modernization of an elementary school.

While the idea of improvement and alteration was by no means a new idea, very seldom it would seem had the rehabilitation of the building been so comprehensive as to include such items as structural replacement for fireproofing, new roof, exterior brick, grade entrances, and floors, and the removal of the heating plant from within to without the building.

That the program was successful is borne out by the fact that many of the city's schools underwent similar treatment and are today effectively serving children of the community as they had at the turn of the century. This money-saving rehabilitation was featured in two articles by Mr. Roberts which appeared in the January, 1932, and February, 1934, issues of the *AMERICAN SCHOOL BOARD JOURNAL*. Visitors of the newly remodeled schools marveled at the effective transformation and

the program was copied at the time by many American cities.

The latest phase of this co-operative approach to adverse schoolroom situations is the contemporary shortage. As a typical American community, Sioux City is being deluged by the children resulting from the swollen birth rate which immediately succeeded World War II. This need has been aggravated specifically, moreover, by recent devastating floods and unsettled economic conditions which caused the defeat of two bond proposals.

Since the reversals, however, the board and the educational and business staffs have been working together to relieve the problem. Their efforts to convince Sioux City-ians of impending schoolroom deficiencies resulted in a study of the local situation by a team of specialists from the University of Iowa.

Experimental Adult Education

United effort to cope with building difficulties is only one instance of the educational progress resulting from Sioux City's integrated school administration.

The system's progressive pioneering in an extensive adult education program represents an outstanding example of the fruits of mutual planning. Going beyond the evening courses and other usual phases of an adult education, the board, with help from a lay Advisory Council, developed a combined film and group discussion program for local television stations. After viewing a presentation of some pertinent subject in such fields as the American heritage, a panel made up of citizens and under a trained discussion leader would comment upon the film.

Recipient of grants in previous years from the Fund for Adult Education as "rewards" for its expansive, forward-looking efforts, the board of this select "test city" is now considering further advancing this ambitious project by presenting a new

THE OLD AND THE NEW

Central High School, built in the medieval architectural vogue of 1892 is shown below with later addition. It is still in use. Right: the new Central High Annex augmenting the older building with modern boys' and girls' gymnasiums, a swimming pool, and unusually complete industrial arts facilities.



television film-discussion series. The new program is intended to introduce and explore the "personality" of the community to its citizens, allowing them to view and discuss the city's merits, and even its drawbacks. This Sioux City Project, because of notable success in previous years, might also be entirely underwritten by Fund money.

In Retrospect

Looking back upon its 86-year history, the Sioux City board has a right indeed to a feeling of pride. Pride certainly in its fine physical plants—its 25 elementary schools, four junior high and three senior high schools. Pride in its superior educational program that easily takes its place alongside any American city in the 100,000 population class. And pride in an excellent teaching corps aided by suitable equipment.

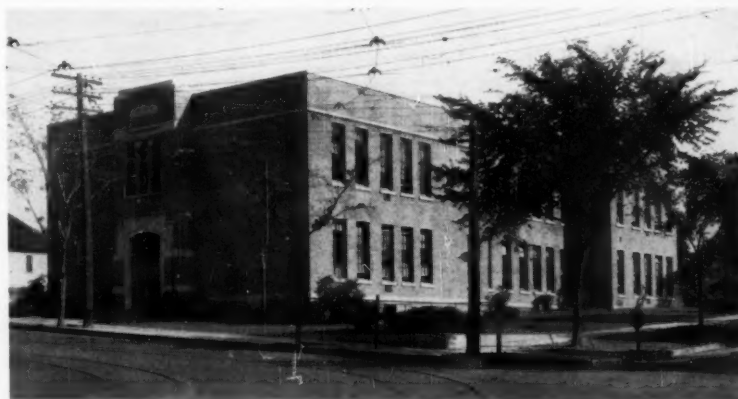
But most of all, the Sioux City schools should have pride in the inspirations and the opportunities which it has afforded thousands of boys and girls in helping to mold their spiritual, mental, and physical lives down through the years. Perhaps the calculation of this aid, in the form of ideas and ideals rendered by a school system, is the true touchstone of the success of that system. If so, the Sioux City board, the community's superintendent, the business manager, and all personnel who have worked co-operatively to do a most excellent job, have a right to an award of considerable merit.

The AMERICAN SCHOOL BOARD JOURNAL is happy to have been allowed to share in a small way 65 of those successful years and be a minor part of their co-operative achievement in the greatest need of any community: the good education of its children.



COOPER ELEMENTARY SCHOOL — BEFORE AND AFTER

The thorough remodeling program adopted by Sioux City Schools during the twenties and thirties is illustrated aptly by the Cooper school, a physically sound school building still serving the community. Shown above is the original school built in 1888 with additions in 1894 and 1903; below: the school as modernized in 1931.



American Education (1891-1956)

EDWARD A. FITZPATRICK

I. THE BEGINNING OF THE "AMERICAN SCHOOL BOARD JOURNAL"

Sixty-five years ago, William George Bruce, out of the need of his own experience and that of others similarly situated as members of school boards, began the publication of the *AMERICAN SCHOOL BOARD JOURNAL*, devoted to school boards, school officials, and teachers. The issue was dated March, 1891. It was a formidable looking, solidly printed journal of 18 pages, with the page format of a small newspaper. From the beginning, it published wide information about the doings of school boards, important committees, activities, adoption of textbooks, purchase of school desks, pictures and sample plans of school buildings, various systems of heating and ventilation (as early source of page advertising), teachers and teachers' salaries, janitors' salaries, and everything pertaining to "practical school management." Some of the problems discussed were "Textbooks and the Dominance of the American Book Co." (then a major issue); the relations of school boards and superintendents; the parochial school problem and particularly the Faribault, Minn., plan, and legal questions. Pictures and biographies of school board members had a prominent place from the beginning. In an early issue we note a large picture of Dr. William T. Harris, U. S. Commissioner of Education, a lifelong friend of Mr. Bruce. Francis W. Parker has a brief article or comment on teacher training in an early issue. Signed articles were rare. Hoke Smith, later to be identified with the Smith-Hughes legislation, was in those early days a school board member. Let us against this beginning of this

Dr. Edward A. Fitzpatrick, Washington, D. C., is the author of *How to Educate Human Beings*.

JOURNAL, tell the story of American education during the past 65 years, much of which it has been recorded in its administrative and supervisory aspects, particularly as it affected school boards and their members and, at least, some of which it has influenced.

II. THE AMERICAN SYSTEM OF EDUCATION

A Definition

The American system of education is pluralistic, diverse in its instrumentalities, and diverse in its means. It is not uniform nor regimented. It is not a one-ladder system toward a single goal, but a multiple means to as diverse aims as human life as is capable in a complex technological society. This American pluralistic system of education is the organization of all the educational facilities of American life, public and private, to enable all American youth to obtain that minimum of education which is essential for good citizenship, and to provide for all other educational needs, for those who can profit by these facilities and utilize them, in continued liberal or cultural education; in training for

This 65-year record of American Education from the establishment of THE AMERICAN SCHOOL BOARD JOURNAL in March, 1891, to the present, traces the development of

scientific research, invention, and applied arts, and for training for creative work in the fine arts and music, and for the informal and formal education which is included in the term adult learning. All these objectives and all these means may be organized by private individuals or by private organizations as well as under public authority.

Wide Scope of American Education — Kalamazoo, 1873

The clear authority to do these things under public authority, if the people are willing to undertake them, was declared in the Kalamazoo decision in 1874 in these memorable words:

We content ourselves with the statement that neither in our state policy, in our constitution, nor in our laws, do we find all the primary school districts restricted in the branches of knowledge which their officers may cause to be taught, or the grade of instruction they may be given, if their voters consent in regular form to bear the expense and raise the taxes for the purposes.

Public Education Not Exclusive

And the fact that this function is not exclusively a public function, and the basic rights of the parents to determine the education of their children is declared in the Oregon Decision of 1925, in which we read words as memorable and perhaps even more humanly significant in view of our tendency to statism:

The fundamental theory of liberty upon which all governments in this nation repose, excludes any general power of the state to standardize the children by forcing them to accept *instruction from public teachers only*. The child is not the mere creature of the state; those who nurture him and direct his destiny have the *right coupled with the high duty*, to recognize and prepare him for additional obligations. And one of the striking facts of our local community life is the teamwork and co-operation of public, private, including parochial schools, in providing educational service.

Public School System Established by Mid-Nineteenth Century

By the beginning of our period the public school system as the great backbone of the American system of education was well established. This was so in the Northern States at least in principle by the beginning of the Civil War. "Everywhere," says Cubberley, "democracy had won its fight and the American public school supported by general taxation, freed from the pauperism taint, free and equally open to all, under the direction of the people, free from sectarian control, and completely free from the primary school through the high school, and in Western States through the university as well, may be considered as established permanently in public policy." This was so in principle at least and much remained to be worked out. And until the racial segregation issue was raised, it has remained so, but, at the moment, the Southern States are raising questions.

III. THREE MAJOR TRENDS

The General Situation in 1890

At the time the *SCHOOL BOARD JOURNAL* was established, the

our system of education through the years, considering the school's ever-expanding scope and services, its organizational changes, and its trends on the different curricular levels.

American educational system was, relatively speaking, quiescent. If anything, it was consolidating its gains of the '70's and '80's and working out conservatively its own implications. The elementary school, after absorbing the Pestalozzian and Froebelian movements, was being greatly influenced by the Herbartians. The McMurrays and de Garmo were emerging. The experimental school in Chicago, under Dewey, did not begin until the end of the first decade and *School and Society* did not appear until 1900. Teacher training was still in a rudimentary stage, though Education has become a university study. Secondary education had passed through the Latin grammar and the academy phases, and for several decades the public high school was developing as the principal type of education on the secondary level, particularly for college preparation. The state universities had been developing, particularly since the Morrill Acts in 1862, but the dominant institutions were the private ones, such as Columbia, Yale, Princeton, Harvard, and the more recent ones like Johns Hopkins and Chicago. The Vocational School movement had not as yet acquired any momentum, though as articles in the *SCHOOL BOARD JOURNAL* in 1891-92 indicated manual training — and particularly Swedish Sloyd — was of great interest.

The Increasing Size of Educational Problem

The most striking fact about educational development during the period under review (1890-1956) was the rapidly increasing size of the problem. In the wake of the fact came the present-day problems of teacher shortage, the need for more school buildings and equipment, and the dilution of the quality of education. The principal facts in the development of the problem of size¹ may be summarily stated:

1. The number of pupils in kindergarten elementary, and high schools increased during the period 1890 to 1951-52 from 16,249 to 30,554,464.
2. During this period, the number in kindergarten increased from 225,394 to 1,515,921, almost seven times.
3. The increase in elementary schools, which had been stabilized, comparatively speaking, by the compulsory education laws, was from 16,261,864 to 23,958,113.
4. The increase in secondary schools was from 699,403 to 6,596,351, or almost ten times the base.
5. The increase in enrollment in institutions of higher education was from 237,592 to 2,301,884.

While the peak in elementary school enrollment was reached in 1929-30 (22,935,377) and then declined, it had in 1951-52 almost reached again the 1929-30 level. In the high school enrollment, the peak was reached in 1939-40 (7,129,979) and then declined, but has started to rise again more slowly. The enrollment in higher institutions has climbed though it declined about 250,000 between 1949-50 and 1950-51. The kindergarten has increased steadily. Even with these declines, the increases in enrollment have been so great that the provision to meet pressing problems has lagged far behind the conditions, and they constitute for example the problems that presumably were to be met by the White House Conference.

The Increasing Part Played by Public Schools

Perhaps even more significant than the size of the educational problem has been the shift in control. While the problem of the provision of educational opportunity was largely in private hands, it has progressively shifted to public authority. The facts may be briefly summarized as follows:

Enrollment in Full-Time Day Schools		
	1890-1900	1951-52
<i>Kindergarten</i>		
Public Control	131,657	1,272,126
Non-Public Control	93,737	272,000
<i>Elementary Schools (1-8)</i>		
Public Control	14,852,202	19,408,740
Non-Public Control	1,147,188	2,921,548

¹U. S. Office of Education, Biennial Survey of Education, Statistical Summary of Education, 1951-52, pp. 6-7.

Secondary Schools (9-12)

Public Control	519,251	5,881,797
Non-Public Control	110,797	655,816
<i>Higher Education</i>		
Public Control	90,689	1,155,557
Non-Public Control	146,903	1,146,327

Segregation Raises Issues About Public Education in South

It was not until recently that any serious question had been raised regarding the public school system. It had been universally accepted and was recognized as the best method for providing such wide educational opportunity as was needed in our form of government. The Supreme Court decision on nonsegregation in public schools has resulted in widespread proposals in the South for the abolition of public schools, if they must be nonsegregated. The U. S. Supreme Court ruled that the provision of "separate and equal" facilities for the education of Negroes and whites was no longer a valid principle for the operation of public schools; the ruling, however was based on "intangible grounds." This was the determination:

We conclude that in the field of public education the doctrine of separate but equal has no place. Separate educational facilities are inherently unequal. Therefore, we hold the plaintiffs and others similarly situated are by reason of the segregation complained of deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment.

There have been threats of leaders in several Southern States of taking steps to abolish the State Constitutional provision for a public school system. There is also the proposal to raise a rare legal means: a statute of interposition. Virginia has gone about the matter systematically. The legislature appointed a Commission (The Gray Commission) to investigate the problem. The Commission recommended that the State Constitution be amended with reference to the public school system by providing for the state to pay for instruction of children whose parents would not send them to integrated schools. The people at a referendum overwhelmingly supported the call for a constitutional convention to carry out the recommendations of the Gray Commission. The state legislature overwhelmingly approved the recommendation and set March 5 as the date for a Constitutional Convention. That's where the matter stands as this paper goes to press.

Increasing Educational Opportunities for Women

The limitation of the educational facilities available for women, the narrow concept of what was thought a good or a necessary education for girls and women, and the single sex educational institutions, were no longer to restrict educational thinking in the twentieth century as they had in the nineteenth. The "fashionable education" in select schools under very careful chaperonage so characteristic of early nineteenth-century education, was continued in a somewhat broader form in the finishing schools of the twentieth century. The Women's college, begun about the Civil War, proved as they had thought it must the fact that women could study the same studies as men. The women's colleges grew in strength and importance, and felt it no longer necessary to imitate what was often a bad education for men. They became more conscious that their job was to create a good education for women. All educational facilities became open to women, even professional training in engineering. And strangely enough, a number of women's colleges in Raymond Walter's tables are registering men. Coeducation has become the prevailing fashion in education. Girls and women are enrolled in all grades and types of schools. In the elementary and high schools there are more girls than boys, but in the college, the number of men is almost double the number of women. According to academic records, in practically all schools, women maintain their scholastic records with men, being somewhat stronger in the languages and humanities, though in individual cases, women shine in all departments.

IV. PROGRESSIVE SECULARIZATION OF AMERICAN EDUCATION

It was religious motivation and religious support that was the foundation of American education. This was true whether we consider the establishment of the colonial colleges, the Massachusetts laws of 1642 and 1647, and the work of the Society for the Promotion of Christian knowledge and the Society for the Propagation of the Gospel in Foreign Parts. The Catholic interest in education came from the several Baltimore Councils. The Quakers were active, too, in their efforts to provide education for the poor, especially non-Quakers. The influence of the Elizabethan poor laws continued in the Colonies.

The Public School as Secular

The emergence of the tax-supported free public school, particularly in the second quarter of the nineteenth century was the result, in part at least, of the impact of the conflicts of the sects. This accentuated the influences of secularization, and secularization proceeded apace. At the time of the founding of the SCHOOL BOARD JOURNAL, it was rather universally agreed that the public school must be secular, but in the first issues of the JOURNAL, the issue of sectarian instruction was raised, and the effort to do something about it is noted in the news articles about the proposals at Faribault and Stillwater, Minn.

Some Non-Secular Court Decisions on Education

The secularist trend continued well into the twentieth century without serious question, except such issues as were raised in connection with federal aid proposals. But more recently, the issue has been raised in the courts. In 1930, the U. S. Supreme Court decided that a state of Louisiana law providing children with free nonsectarian textbooks, including children in parochial schools, does not violate the Constitution (*Cochran v. Louisiana State Board of Education*). Nor does the New Jersey provision of free transportation to school children to private or parochial as well as to public schools. In the famous McCollum case in Illinois, providing public school premises for religious instruction was declared unconstitutional by the U. S. Supreme Court, but on the other hand, the Appellate Division of the state of New York, decided that the dismissal of children from public schools earlier than usual for religious instruction off the public school premises,

by teachers of the parents' choice, was not a violation of the Constitution. Involved in these cases is the interpretation of the "establishment of religion" clause of the First Amendment, a topic which we need not go into here.

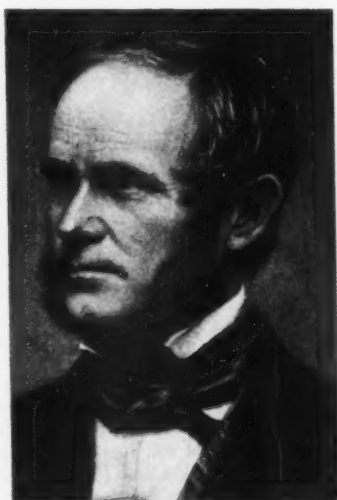
Two striking reports among others indicate the new interest of educators in the problem, as well as the public awareness of it. These were the report of an American Council of Education Committee in 1947 on "The Relation of Religion to Public Education: The Basic Principles," and a report of The Educational Policies Commission of the NEA and the AASA on "Moral and Spiritual Values." The latter report emphasizes the importance of religion in individual and social life, nevertheless pays no attention to it in education. The development of moral and spiritual values it says, is basic to all educational objectives. Education uninspired by moral and spiritual values is directionless. However the sanctions are weak, and emphasize ethical culture and social expediency rather than religion.

The American Council Report

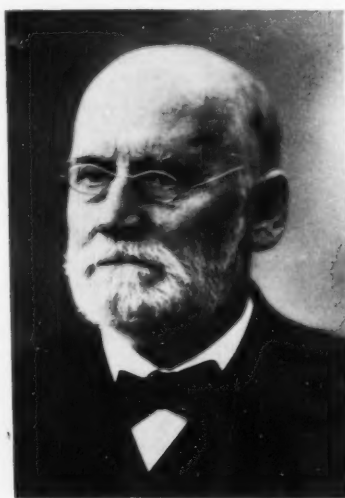
The American Council report referred to above is one of the frankest discussions that I have seen of the problems of religion and public education, by a group made up almost entirely of educators. A later follow-up report is wishy-washy and without much significance. The report of basic principles may be summarized here by the issues it raises and the position it takes. One may wonder how general these problems are. The Report on Relation of Religion to Public Education, the Basic Principles, has among its main conclusions the following:²

1. The exclusion of religion from the public schools results in the pupils regarding it as unimportant.
2. Any effort to clarify public education with a particular body of sectarian beliefs and practices is impractical and improper.
3. The Committee does not believe that American educators are committed to an irreligious, secular philosophy of life.
4. We hold to the separation of the Church and State in America, but the exclusion of religion from public education is a strained application of the principle.
5. The secularization of modern life (which lacks a spiritual, unifying principle) is not due to the prevailing educational pattern, but it was stimulated by the artificial limitation of the school

²For a fuller discussion, see AMERICAN SCHOOL BOARD JOURNAL, July, 1947, Edward A. Fitzpatrick, "Religion in Public Education," pp. 31-33.



HENRY BARNARD



WILLIAM T. HARRIS



SAMUEL M. BROWNELL

Three U. S. Commissioners of Education prominent in the history of American public schools are, from left: Henry Barnard, first commissioner who served 1866-69; Dr. William T. Harris, who held the office from

1889 to 1906 and who was commissioner during the JOURNAL'S inception; and the present commissioner, Dr. Samuel M. Brownell. (For Dr. Brownell's comments on the future, see p. 38.)

curriculum to nonreligious subject matter. (It must be admitted that this was occasioned largely by the sectarian controversies of religious bodies.)

6. The effort to distill certain common ideas and propositions as a common core of religious instruction is objectionable, both on religious and educational grounds. Two additional reasons are given: We should not override the minorities (assuming there was a majority) and we disapprove of indoctrination.

7. Religion should be studied as "controversial subjects about which reasonable people differ" are studied.

8. The college situation is confused and paradoxical.

9. There must be a meeting of minds, particularly of religious leaders in a community, particularly if they are concerned about the secularization of life and religious illiteracy, if schools are to work in the direction indicated in this report. Educators must have freedom to enrich the curriculum in ways that are sound and wholesome.

10. The Committee affirms its profound belief in the American school system, and has full sympathy with those who stress the spiritual values inherent in public education—and consider its democratic aims of the immeasurable worth of the person, the value of mutual understanding, and the possibility of human fellowship across creedal and racial lines as the flowering of the Judeo-Christian tradition. But they believe, supported by the vast majority of American people, "that religion is essential for the preservation of the spiritual values of public education."

On the assumption that religion is essential in human life or it is inconsequential, public education must create an awareness of the commonplace. This is part of the educational task which culminates in the building of durable satisfactions about the meaning of life and personal commitments based upon them.

Such a statement is a clear indication of the crosscurrents that have played about the subject, particularly in the latter half of the period under review, and indicates the greater difficulties in any change in the practical solution represented by the status quo.

V. EDUCATIONAL ORGANIZATION

Emphasis on State and Local Educational Authority

The organizational setup of American education has not changed during the period under review. The central responsibility for education in the United States is in the state governments, with much of the responsibility for operation delegated to local school authorities. The pressures for federal participation in education are of the entering-wedge variety. Federal control is renounced and denounced. The present effort is to get federal aid for school construction, which the President calls merely an emergency measure, which must not interfere with local initiative and local support. The prospect for even such legislation is hindered by the effort to tie it with the segregation issue. The present Commissioner of Education, Dr. Samuel M. Brownell, has emphasized the state and local responsibilities without seemingly to grasp for more power in the manner that has been customary in the U. S. Office of Education.

The Great Development of State Educational Authority

The State Departments of Education have tended to become more significant educational forces in the latter part of the period. They have developed professional leadership, have organized and trained professional educators into a staff, have tended to eliminate political influence, have been proficient in setting up higher standards for local schools, and have developed better methods of handling and distributing state aid. The principal tendencies of the present educational administration have been stated rather specifically as follows:

1. Most states recognize the desirability of a single policy-making agency for all phases of elementary and secondary education, including vocational education and the preparation of teachers for the public schools. Departures from this principle include division of responsibility between two or more boards, the absence of any board for general aspects of elementary and secondary education, the assignment of policy formulation to the chief state school officer, and the control of policy decisions by non-educational agencies.

2. Best practice tends toward a board of seven to thirteen able and public-spirited citizens who represent the general public in-

terest and are not actively engaged in educational work. Departures include the presence of ex officio members and professional educators on boards.

3. Appointment of state board members by the governor for overlapping terms of five years or longer is the prevailing practice in most states. There are numerous exceptions: some questionable, such as complete turnover of membership with a new administration and boards composed of ex officio members entirely; some of possible merit, such as election by local school board members.

4. The chief state school officer is the executive officer of the board of education in most states; as such, sound principles of administration indicate that he should be elected by and be responsible to the board. Most serious exception is the election of chief state school officers by popular vote in thirty-one states.

5. The chief state school officer is a highly qualified educational leader in many states (and should be in all). He should be given status and compensation commensurate with the importance of education in the structure of state government. Unfortunately, in many states low compensation, short terms of office, and election on a political basis make the position unattractive to properly qualified persons.

6. Each of the states has a state department of education serving as the staff of the chief state school officer and as a service center for local school districts. In some states the services are quite comprehensive; in others so meager that local school systems can expect but little in the way of information or advice.

7. Relatively few states have established conditions which make positions in the state departments of education attractive to persons of professional competence sufficient to make them valuable as consultants to local school systems. Salaries in line with superintendencies of the larger school systems tend to be the exception rather than the rule.

8. All state departments need competent research and statistical staffs to furnish information needed for determination of state policy and for guidance of local school systems. Very few state departments have enough personnel to gather the wide range of information needed to maintain adequate records, or to make studies of various types of school construction, equipment, supplies, and procedures. (*The Forty-Eight State School Systems*, The Council of State Governments, Chicago, Illinois, pp. 49-50.)

Organizational Setup in Cities and Rural Areas

The local organization of educational authority in cities is in the hands of the city boards of education and its appointed city superintendent of schools and in the hands of the county superintendent in suburban and rural areas. There has been considerable effort to secure the county board of education with an appointive county superintendent for the rural areas, with some success. Constitutional provisions sometimes stand in the way of this desirable change.

Reduction in Number of School Districts

The geographical organization of education into school districts, frequently under constitutional mandates, has been one of the characteristics of American education. In 27 states, there are the ordinary common school district; nine states make the town or township the unit; eight states make a part of the county the unit; and four states make the complete county the unit. Many school districts are too small and have too little taxable wealth to support even an elementary school. The school consolidation movement was directed to change this situation and specific legislation also has been directed to this objective. Two significant changes have been going on during this period under review and particularly since 1930: there has been a sharp reduction in the number of school districts, particularly among the common school districts, and a substantial decrease in one-teacher rural schools. The change in number of districts is shown in the following table.

Reduction in School Districts — 1932-1955

	Common School Districts	All Districts
1932	119,481	127,526
1948	91,109	98,312
1953	59,513	66,472
1955	52,230	59,270

The significant educational change is the reduction in one-teacher schools which was as follows:

Reduction of One-Teacher Schools	
Year	No. One-Teacher Schools
1929-30	148,711
1947-48	77,832
1952-53	47,114
1954-55	39,061

VI. THE ELEMENTARY SCHOOL (1890-1955)

The Development in the Main Fields of Education

We turn now to highlight the history of the three major fields of education—elementary, secondary, and higher—during our period. Much of the material so far presented relates to elementary education so that this field will be discussed below more briefly than the others. For the others we have tried to highlight the problems and practices in a confused situation.

Dewey Dominates the Period

Though there were giants at the beginning of our period, Charles W. Eliot, Nicholas Murray Butler, G. Stanley Hall, Francis C. Parker, and others, the emergence of John Dewey at the beginning of the twentieth century was the most significant fact. As philosopher-educator and as educator-experimenter in the elementary school at the University of Chicago, he tended to dominate the field for the half century. He died in 1952. Eliot's publication of his "Educational Reform" in 1898 was an expression of transition. The publication by Dewey of "School and Society" in 1900 together with the numerous pamphlets on interest and will, the child and the curriculum, insolation of the school, and the moral principles of education, aroused the greatest public and professional interest and determined a great deal of the public discussion. Dewey's greatest influence was exerted in the field of method, curriculum, the social nature of the school, and of the educational process. There was dissent, which we shall note later, and there was lip service by educators, but it was in the progressive schools, mostly private or attached to higher educational institutions that Dewey's ideas were tried out. His rejection of religion and of "otherworldly" aims of education resulted in the opposition of the religious group.

The kindergarten continued to develop, the nursery school was begun, and the junior high school changed the standard pattern of the elementary school. In method, the five formal steps were passing, and Kilpatrick was actively engaged in the popularization of the project method. Tests and measurements became immensely popular and were overdone, causing such criticisms as Bagley's "Determinism in Education." There came a sharp conflict between what was called traditional education and progressive education. This conflict was the main preoccupation of educators and public during a large part of the period. A rather remarkable and detailed formulation of the points in conflict for each subject for aids and for school activities is found in "The Elementary Schools, a Chart."³

The Child Centered Schools

The central idea in the controversy was thus covered by Dewey in his "School and Society" (p. 35).

I may have exaggerated somewhat in order to make plain the typical points of the old education: its passivity of attitude, its mechanical massing of children, its uniformity of curriculum and method. It may be summed up by stating the center of gravity is outside the child. It is in the teacher, the textbook, anywhere and everywhere you please except in the immediate instincts and activities of the child himself. On that basis there is not much to be said about the *life* of the child. A good deal might be said about the studying of the child, but the school is not the place where the child *lives*. Now the change which is coming into our education is the shifting of the center of gravity. It is a change, a revolution not unlike that introduced by Copernicus when the astronomical center shifted from the earth to the sun. In this case the child

³No author named. Published by Long House, P.O. Box 1103, Grand Central Annex, N. Y. 17, N. Y. (price 25 cents).



Three vogues in school architecture during the JOURNAL's history were the "medieval" (above); the Georgian (right); and the contemporary (below).



becomes the sun about which the appliances of education revolve; he is the center about which they are organized.

An excellent criticism within the group itself of its practice is found in Rugg and Shumacher's "Child Centered School," and by Dewey himself in "Experience and Education."

VII. THE SECONDARY SCHOOL DURING 1890-1956

The Rapid Increase of Secondary School Enrollments

Between 1890 and 1955 the number of pupils enrolled in the four years of secondary education increased tenfold, those in institutions under public control a little more than ten times and those under private control about six times. The number in secondary schools in 1952 being well over 6 million. The rate of increase in the public schools during the first three decades of our period was spectacular. On the base of a little over half a million, it successively increased in the following decades to a million to two million, to four million in 1930 (4,811,800). The figures for the following decades in our period were:

1939-1940	6,601,444
1949-1950	5,706,734
1951-1952	5,881,797

Educational Ferment in Secondary Schools

There was much ferment in the secondary school area at the beginning of our period (1890-1900). The famous "Committee

of Ten," of the N.E.A. appointed in 1892 reported in 1894, and had considerable influence. It wanted high school students to have four years of strong work without regard to particular subjects. It recommended increased training of high school teachers, various optional curricula, and deprecated short courses. Just a list of the NEA committees working in this early period indicates the ferment:

1. Correlation of Studies (1893-1895)
2. College Entrance Requirements (1895-1899)
3. Articulation of High Schools and Colleges (1910-1911)
4. Six Year Courses (1905-1909)
5. Economy of Time in Education (1905-1913)
6. National Conference: Committee of Standards for Secondary Schools and Colleges (1906), and
7. Reorganization of Secondary Education (1913-1918)

It was in 1918 that the Commission on the Reorganization of Secondary Education published its report on the Cardinal Principles of Education, set up its seven principles which have had extensive currency. These seven cardinal principles of secondary education as formulated were: (1) health; (2) command of fundamental processes; (3) worthy home membership; (4) vocation; (5) civic education; (6) worthy use of leisure; (7) ethical character.

Comprehensive Picture of Secondary School Development

A most comprehensive picture of the public secondary day schools is presented in a report just published by the United States Office of Education. Here it is:

TABLE A. Historical Statistics of Public Secondary Day Schools: 1890-1952
(Junior high schools are included, beginning in 1920. Ungraded schools and schools with fewer than 10 pupils are included, beginning in 1938.)

Item	1890	1900	1910	1920	1930	1940	1952
1	2	3	4	5	6	7	8
Number of schools on file.....	2,530	519,005	915,081	1,436,306	2,039,808	2,146,146	23,757
Schools reporting.....	2,530	519,005	915,081	1,436,306	2,039,808	2,146,146	23,757
Pupils in grades 7-12.....	202,963	519,251	915,081	1,436,306	2,039,808	2,146,146	23,757
Boys.....	65,943	216,207	396,529	891,469	2,522,816	3,333,319	3,797,550
Girls.....	117,020	303,044	518,552	1,107,637	2,669,363	3,834,736	3,834,736
Percent girls.....	37.7	58.4	56.4	56.4	56.4	56.4	56.4
Teachers.....	9,130	30,372	41,667	97,654	213,306	271,163	332,106
Men.....	3,495	10,172	18,890	34,296	74,532	115,449	151,575
Women.....	5,635	10,200	22,777	63,358	138,774	155,714	180,531
Percent women.....	59.5	50.1	54.7	64.8	65.1	66.7	64.4
Average number of teachers per school.....	3.6	3.4	4.1	6.8	9.6	10.9	14.0
Average number of pupils per school.....	80.3	86.5	80.0	139.5	234.4	297.2	322.8
Average number of pupils per teacher.....	22.3	25.9	22.0	20.5	24.4	27.2	23.2
Pupils in last 4 years of high school ¹	202,963	519,251	915,081	1,436,306	2,039,808	2,146,146	23,757
Boys.....	65,943	216,207	396,529	891,469	2,522,816	3,333,319	3,797,550
Girls.....	117,020	303,044	518,552	1,107,637	2,669,363	3,834,736	3,834,736
Percent girls.....	57.7	58.4	56.4	56.4	56.4	56.4	56.4
Population, aged 14-17 years ²	3,354,653	6,182,231	7,220,208	7,735,841	9,341,221	9,908,000	8,907,000
Percent of population, aged 14-17 years in last 4 years of high school.....	3.8	8.4	12.7	23.9	44.3	59.8	65.3
High-school graduates.....	21,882	61,737	111,363	230,902	391,719	1,050,810	1,011,175
Boys.....	7,662	22,575	43,657	90,515	207,296	481,457	495,087
Girls.....	14,190	39,162	67,706	140,387	284,423	569,353	516,088
Percent girls.....	64.8	63.4	60.8	60.8	54.8	53.3	52.6

¹Includes not only teachers but also, in the case of the 24 ungraded schools, other professional staff (principals, supervisors, counselors, etc.).

²Includes special or unclassified pupils of high school grade.

³Bureau of the Census. Data for the years 1938-52 estimated by the Bureau.

⁴Data are for the school year 1950-51. Sex distribution estimated.

NOTE: The figures in italics represent revisions of previously published data. The data have been revised to exclude postgraduates from "Pupils in the last 4 years of high school," 1920-46; to include schools enrolling fewer than 10 pupils, 1938 and 1946; and to include evening schools, 1938 and 1946. The data for 1930 and presumably for prior years include some evening schools.

U. S. Office of Education. Biennial Survey of Education in the U. S., 1950-52. Chap. 5, Statistics of Public Secondary Day Schools, 1951-52, p. 6.

Organizational Changes: The Junior and Senior High School

There were between 1890 and 1955 two lines of development of the scope and organization of secondary education. The conventional secondary school organization during the early part of the period was the four year school extending from the eighth to the twelfth school years. During the period, the concept developed that the secondary school period, corresponding to adolescence should extend from the seventh school year to the fourteenth school year. This led to a variety of organizations of secondary education which was next marked off into three periods: the

junior high school period, the senior high school period, and the junior college. The organization setups that were developed most widely were as follows:

1. The junior high school, beginning about 1908, comprising the seventh and eighth or the seventh, eighth, and ninth school years.
2. The senior high schools comprising the tenth, eleventh, and twelfth school years.
3. The "regular" high school for the ninth, tenth, eleventh, and twelfth school years.

4. The junior-senior or six year high school consisting of the seventh, eighth, ninth, tenth, eleventh, and twelfth school years.

The number of "regular" high schools have been progressively diminishing from 16,460 in 1930 to 10,168 in 1951. In 1920 these were the prevailing type of high school and constituted 93.7 per cent of the total. The other types of high schools have grown in number between 1920 and 1952 as follows:

Junior high schools, increased from 55 to 3227.

Senior high schools increased from 22 to 1760.

Junior-senior high schools increased from 828 to 8591.

The junior college which was also considered a part of secondary education was only rarely affiliated with the other secondary schools, but it became a part of the public schools system particularly in the west.

Organizational Changes: The Cosmopolitan High School

Prior to our period, the secondary school was largely a school for college preparation. This was of course true of the early grammar schools. The academy movement, omitting in many cases Latin and Greek, widely expanded the curriculum, and this development carried over to the public high school. The development of the Cosmopolitan high school and what Koos called the "extended high school" provided a wide educational program in a single school under a single administration. Varieties of high schools also developed—technical, commercial, textile, art and music, and science high schools. Koos listed 46 different programs of studies offered in high schools, and even before the opening of our period the great increase in the number of subjects taught was legion.

The High School Becomes Coeducational

We should note at least briefly one other fact about high school organization. The high school has become generally coeducational. This change went along so rapidly that most high schools enrolled more girls than boys. However, the primary reason for the change was not educational, but financial. It was cheaper to educate the girls with the boys.

Life Adjustment Education and Educational Dilution

It might be interesting to follow the various efforts to broaden the high school curricula to meet the needs of students not going to college, and to prepare more adequately for college. This would require a review of the extensive reports already referred to, and would extend to the history of the College Examination Board, which itself required a volume. Instead, we shall follow one late development of this same problem, which has had a wide effect on secondary education. It is the so-called "Life-Adjustment Problem." In 1945 at the end of a national conference considering a report entitled "Vocational Education in the Years Ahead" Dr. Charles A. Prosser, a leader in vocational education, introduced a resolution with this principal paragraph:

In the belief of this conference that with the aid of this report in final form, the vocational school will be able better to prepare 20 per cent of the youth of secondary school age for entrance upon desirable skilled occupations; and that the high school will continue to prepare 20 per cent of its students for entrance to college. We do not believe that the remaining 60 per cent of our youth of secondary school age will receive the life adjustment training they need and to which they are entitled as American citizens—unless and until the administrators of public education with the assistance of the vocational education leaders formulate a comparable program for this group.

The resolution called for the U. S. Commissioner of Education and the Assistant Commissioner of Education to call a conference to meet the problem. The conference was called, and others followed, the personnel of the Office of Education guided the program, states committees were appointed and so was a National Commission on Life Adjustment Education for Youth; reports were published by the Office of Education. The education that was designed for the neglected 60 per cent was later declared to be good for the 100 per cent, and the progressive dilution of secondary education went on apace. A severe critic of the movement, Mortimer Smith, has summarized his investigation of the results in his book *The Diminished Mind*.

VIII. HIGHER EDUCATION: 1890-1956

Increase Enrollments in Colleges and Universities

During the period reviewed, higher education also increased greatly in the number of students and particularly in the number attending public institutions. In 1890 there were 237,592 students in the higher institutions of learning; in 1951-52 there were 2,301,884—practically ten times as many. In the latter years about 400,000 were veterans. The change in the type of institution these students attended is indicated in this table:

Higher Institution	1890-1900	1951-1952
Publicly controlled	90,689	1,156,557
Privately controlled	145,903	1,146,327
Men	100,453	1,510,650
Women	56,303	791,284

Women constituted about a third of the resident college enrollment in 1889-90, and the proportion remained about the same in 1951-52.

The Enormous Size of Individual Institutions

More striking perhaps than the tremendous over-all growth of higher education—increasing tenfold or a 1000 per cent between 1890 and 1956—is the staggering growth of individual institutions. The Biennial Survey of Education, Chapter 4, notes on page 4: "Thus whereas in 1869-70 the average enrollment of students of college grade was fewer than 100 per institution, and as late as 1899-1900 was still under 250; in 1951-52 it was more than 1250." Even these averages hide the enormity of the present development of higher institutions of learning. At the beginning of our period, an institution of 1000 students was very large indeed, but today the largest approaches 40,000 students.

The Effects of War and Veterans' Education

The greatest factors of influence on the higher institutions were the wars, the Selective Service System, and the Veterans' educational legislation. The wars needing youth of college age both as privates and as officers, had serious adverse effects on college enrollments; veterans' educational legislation had later correspondingly beneficial effects. Continued Selective Service in peacetime, or in a period of cold war, making allowances for college students—even undue allowance—is not without its effect on enrollment. The effect of the veterans' students in college classes has been generally regarded as beneficial to the other students.

Communism and Academic Freedom

The war situation, and more particularly the deliberate design of the Communists to infiltrate college and university faculties and student bodies, has raised the problem of academic freedom. The Congressional committees with their power of investigation and their authority to subpoena witnesses have been important and useful adjuncts to the college administrators who were concerned about the problem. Some professors appearing before Congressional committees have invoked the self-incriminating clause of the Fifth Amendment to such a simple question as "Are you a Communist?" A number of significant statements were made in the course of the development of this problem; probably the most significant was made by the Association of American Universities. Its spirit, particularly with reference to Communism and Congressional investigation, is indicated in the following quotation:

As in all acts of association, the professor accepts conventions which become morally binding. Above all, he owes his colleagues in the university complete candor and perfect integrity, precluding any kind of clandestine or conspiratorial activities. He owes equal candor to the public. If he is called upon to answer for his convictions, it is his duty as a citizen to speak out. It is even more definitely his duty as a professor. Refusal to do so, on whatever legal grounds, cannot fail to reflect upon a profession that claims for itself the fullest freedom to speak and the maximum protection of that freedom available in our society. In this respect, invocation of the Fifth Amendment places upon a professor a heavy burden of proof of his fitness to hold a teaching position and lays upon his university an obligation to re-examine his qualifications for membership in its society.

The President's Commission on Higher Education

Great things were expected in meeting the problems of higher education by the appointment of a Commission to investigate the whole problem of higher education and make a definitive report. The President was induced to appoint the Commission, and great hopes were aroused at the announcement.

The Report of the Commission. It was the problem of numbers that was the primary concern of the President's Commission on Higher Education (appointed July, 1946) and the six volumes of its Report. These volumes dealt with (I) Establishing the Goals, (II) Equalizing and Expanding Individual Opportunity, (III) Organizing Higher Education, (IV) Staffing Higher Education, (V) Financing Higher Education, and (VI) Resource Data. The shibboleth of democracy is used whenever it helps the argument and at least some question has been raised as to the educational philosophy of the report. The key to the report is the statement that in 1960 we ought to be educating 4,600,000 students in our higher institutions—twice as many as today. This of course requires a large program of federal aid, the creation of colleges in local communities, the present junior colleges, a system of federal scholarships, and generally an accentuating of the public character of American education. The plan would keep the private schools static while the dynamism of great amounts of federal money as aid will bring about the desired results of the wider extension of public education.

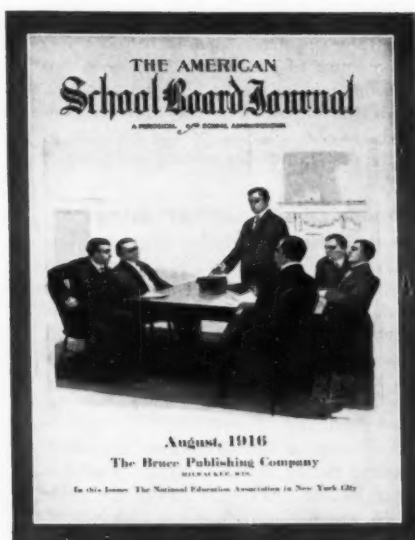
The Objective of the Commission's Program. The objective set by the Commission may be summarily stated:

Enrollments: 4,600,000 students
Faculty: 350,000 persons
Physical Plant: 713,000,000 sq. ft.
Educational Expenditure Annually: \$2,587,000,000

The Commission's Educational and Financial Program. The program of action to achieve this objective includes the following items:

1. Public education through the fourteenth year of schooling be made available, tuition free, to all Americans able and willing to receive it, regardless of race, creed, color, sex, or economic and social status.
2. Student fees in publicly controlled institutions be reduced.
3. Immediate steps be taken to establish a national program of federally financed scholarships and fellowships as a means of removing further the economic barrier and enabling our most competent and gifted youth to obtain for themselves and for society the maximum benefits to be gained from higher education.
4. Federal aid for the current operating costs of higher education be provided, beginning with an appropriation of \$53,000,000 in 1948-49 and increasing annually by \$53,000,000 through 1952-53, for the purpose of assisting the States in maintaining and expanding publicly controlled institutions of higher education by this Commission.
5. Federal aid for capital outlay be provided through an annual appropriation of \$216,000,000, beginning with the fiscal year 1948-49 and continuing through 1952-53, for the purpose of assisting the States to meet the needs for adequate physical facilities for instruction in institutions under public control.
6. Adult education be extended and expanded, and the colleges and universities assume responsibility for much of this development.⁴

⁴Higher Education for American Democracy, Vol. V, "Financing Higher Education," A Report of the President's Commission on Higher Education, 1947, pp. 3-6.



An Unofficial Program. It must be repeated that this is the program of the Commission, which has never been publicly espoused by the President. It has been under attack from many points of view. It has had little influence on subsequent events and is today in that always growing depository in Washington—the storage file.

The Ford Foundation's Spectacular Gift to Higher Education

A Gift of Half Billion. Probably the most dramatic, imaginative, and significant fact in recent higher education is the Ford Foundation's gift of \$350,000,000 to the approved four-year colleges. Two hundred million dollars and additional funds were given at the same time to privately supported hospitals, making a gift in all of \$550,000,000.

Practically No Restrictions. As may be noted in the summary the restrictions or limitation on the gifts are very slight indeed, allowing freedom of action in determining the increases, and giving absolute freedom after ten years. There was no discrimination in terms of the control of the colleges as in the famous Carnegie gifts to Education. Religious control of institutions was not a barrier to receive funds.

IX. PUBLIC CRITICISM OF EDUCATION

Unfortunate Reaction to Public Criticism

There was a great deal of criticism of education particularly in the last third of our period. This was not the internal criticism such as marked the beginning of the period with the numerous reports particularly in the field of secondary education or the criticisms of Dewey in "School and Society." It was in the nature of public criticism of education. There is always—and there should always be—public criticism of education, sometimes it is stronger than others, and sometimes it is more impressionistic than others. In any case, public school authorities and professional associations of teachers should welcome such criticisms giving them both the opportunity to place the facts before the public and to explain what the schools are doing. The contemporary reaction was unfortunately largely in the nature of name calling, of regarding what is happening in education as sacrosanct, and of emotional rejection of the criticism without examination.

President Eliot's Statement of Issue in 1903

It so happens that in the early part of our period, President Charles W. Eliot of Harvard made substantial criticisms of

education and expressed disappointment with the achievements of public education so hopefully believed in as inevitable. This was more in the nature of public rather than internal criticism of education. The criticism was contained in his book "More Money for Public Schools," published in 1903. The millennial hopes for public education—the education of the masses—had not been realized. Crime and juvenile delinquency, Dr. Eliot held, were ever more prevalent; the theater, the books, the magazines, the newspapers all revealed the low ebb of literacy and public taste. The answer was the one we hear today: more money for education. Today the National Citizens Commission for the Public Schools, thinks without analyzing the quality of education, that by organizing local citizens' committees, and stirring up ballyhoo for bond issues and raising budgets, that the educational situation will be improved.

The Regents Inquiry in New York State

One is surprised to find, again what may be called "inside" criticism, just before World War II, the criticism of the Regents Inquiry into Education in New York State. The volume is called "Education for American Life." I have summarized the main criticism elsewhere as follows:

Your educational system, it is thus authoritatively asserted, "fails to meet the needs of the rising generation and of the times." It is inferred "there must be deep underlying causes which are responsible for the shortcomings" and the fact is restated that your system is not adjusted to meet the "new and changing opportunities" in our economic life. It is more difficult to become a good citizen. You have not caught up with the flood of new scientific knowledge, and students do not get a scientific point of view and an understanding of the world. New conditions of modern life, new ways of living are not met. You do not know what to do with your leisure. And worst of all the citizens and school leaders of New York State do not know where they are going. Certainly there is no "specific agreement upon the goal for their multiple efforts."

Such is the Regents Inquiry picture of Education in New York State. Now as Yum Yum says in "The Mikado" that's a pretty how-do-you-do.⁵

Criticism of Education: After 1945—

The postwar criticism is more challenging if that is possible, expressed in strong, sometimes emotional terms and arousing widespread public interest. A book arguing that Johnny cannot

⁵An address on "Central Concepts of a Philosophy of Education in Relation to Public Education," before the Academy of Public Education, New York City, and published in SCHOOL BOARD JOURNAL, June, 1941.

read has become a best seller, was syndicated by newspapers, and local educators and parents were interviewed. The book is Rudolf Flesch's *Why Johnny Can't Read*. Mortimer Smith has done a devastating job on the Life Adjustment Program in secondary schools in his *The Diminished Mind*. Canon Bernard Iddings Bell does not spare education on any level in his *Crisis in Education*. Arthur E. Bestor's *Wastelands of Education, and Restoration of Learning*, have been received with violent reaction. My own *How to Educate Human Beings*, dealt with the problem of liberal education.

All this is a healthy sign and shows a more genuine interest in education than the million dollar White House Conference which channeled its discussion into federal aid for schoolhouse construction. It seems that the members had forgotten that State-wide Facilities Surveys of the Office of Education had made available the facts of the classroom needs. The Inter-Departmental Committee Report (the old Manion Committee) got lost in the shuffle.

N.E.A. Criticism of Schools

Perhaps the greatest resentment against the public criticism of education has been expressed through the N.E.A. It may be well to see what the association says in its publications. Space permits quotation from only one: *Schools for a New World*, which is referred to again later. We find on the first page of the "Foreword," the following:

America has long had a deep faith in education. As crisis succeeds crisis today more and more citizens are turning their attention to their schools. They are realizing anew their importance; they are not happy with what they see. Schoolrooms are crowded; buildings are run down; teachers are underpaid; the shortage of qualified teachers is acute; and equipment is often obsolete and meager. In many ways the picture is dismal. Ten years of depression and four years of war have taken their toll (p. 5).

N.E.A. Statement of Social Economic Background of Public Schools

The social and economic background against which these dismal conditions are placed are especially interesting coming from the N.E.A. Within our space limits we pick almost at random a series of statements.

At least 50 per cent of the families, with at least 60 per cent of the children in America fall into an *underprivileged* group (p. 74). (Italics in original.)

And immediately preceding this statement we read:

The American public school teaches middle-class culture for it is *essentially* middle class in its values, its teaching and its staff. The lower class child can learn the middle-class culture and thus pat himself in line for social mobility and the advantages that America offers to middle class people (pp. 73-74).

Dominating this whole discussion is "crisis thinking" which justifies action by the crisis — nothing more.

The Problem of Utilizing Criticism for Improvement

One of the great problems of all education is the utilization of public criticism as an instrument of broadening the base of understanding, and improving the actual educational process. This is one of the great assets of public education, as it is one of the great weaknesses of private and parochial education. Private and parochial education has little or no public criticism—even within their own publics—of what goes on, and what exists is too easily quieted without reconstructive action. Public education, being public business and supported by public taxes, it is inevitable that parents and citizens, and even professors of education should be concerned about how adequately it is doing its job. Criticism must be welcomed and utilized for educational improvement of the individual children.

X. EDUCATIONAL THEORY AND CONDITIONS

Has Theory Affected Practice?

During the 65 years of American education which we have reviewed the actual effects on American education have been

produced more by the practical conditions than the ideological proposals. While both of these elements must enter into any educational changes, the pressures of conditions may, as in this period, be all-controlling. Sometimes, as in the fifth century B.C., the theory of education in Plato and Aristotle may directly grow out of such practical things as the teaching of the Sophists of the day. Or as is so often the case in our day, theory and practice may go their separate ways.

Three Basic Factors in Creating the Education Problems

The dominant factor in the period was the rapidly increasing size of the problem. This raised such practical problems, which concerned the school board, the school administrator and the teacher, as: the size of classes, the teaching load of teachers, provision of classrooms, the size of schools, the holding power and elimination of students, the quality of education, and the needs for maintaining standards, substandard teachers, and the supply of teachers. All of these practical problems followed as the inevitable result of increased numbers.

These problems were further complicated by two additional tendencies; (1) the progressive raising of the compulsory education age from 12 or 14 years of age and completion of the sixth grade to, in some states, 18 years of age unless a high school graduate, and part time continuation education from 16 to 18 years of age; (2) the progressive raising of the formal education requirements for teachers' licenses from only a year's training beyond grade school graduation for teachers in rural schools to practically college graduation for elementary school teachers and the master's degree for high school teachers in some of the States. It is little wonder with these movements going on largely among the educators themselves—formulated by them and lobbied through the legislatures—that the ordinary citizen or school board member did not realize the combined effect of the greater mass education numbers, the longer periods of attendance in schools, the higher qualifications of teachers in advance of their actual preparation, and the inevitable number of teachers with substandard certificates.

Publications of the Office of Education

If one should examine the list of publications of the Office of Education one would note a preoccupation with routine matters of education, showing neither a pioneering nor a critical outlook. One might note the sponsorship of the platoon school and the life-adjustment programs, which was no evidence of great educational insight. However, the Office of Education did show a wide interest in education, and, in the tradition of the Office from Barnard's day, a wide interest, too, in international education. It published during this period the important pamphlet of the N.E.A. Committee on Reorganization, on the Seven Cardinal Principles of Education, the 28 monographs on the National Survey of Secondary Education, and the six volumes of the National Survey of the Education of Teachers.

N.E.A. Publications

Unlike these publications, the N.E.A.'s publications were more revolutionary in the light of the American tradition of education. We present here in brief, a selection of three of the N.E.A. reports which reveal strange doctrines in the midst of protestations of love for democracy, the sacredness of the individual, and the devotion to freedom. Naturally, the NEA has publicized many other and valuable publications, particularly factual summaries and research studies.

"Social Services and the Schools"

The first report is the one on "Social Services and the Schools" published by the Educational Policies Commission in 1939. Here we note the mental attitudes of the desire for power, and of centralization. All we wish to point out is the centralization of social services in a local community under the school board, or the "public educational authority," which often means, the superintendent of schools. Here are three statements from the declaration of policy.

(Concluded on page 114)

The AASA at Ninety

BELMONT FARLEY

Director of Press and Radio Relations
National Education Association

It was not a large delegation that met at Harrisburg, Pa., in August, 1865, but its meeting was a colorful one. It rated several columns in a Harrisburg newspaper. There was a correspondent's letter in a Philadelphia publication also. The meeting was the annual assembly of the National Teachers Association.

Men in military uniform, recently back from service, sat on the speakers' platform. A feature of the program was a tour to the battlefield of Gettysburg, where men whose personal knowledge of what took place there made the occasion an especially instructive one.

In all, there were only 174 persons who registered at the Dauphin County courthouse on August 16. Among them were some aggressive state and city superintendents of schools. At the general session of the first day, W. N. Barringer of Troy, N. Y., read a paper entitled "The Power of the Teacher." Perhaps it was that address which directed the attention of the school executives present to the growing influence of the superintendent and his job. They held a special session with the purpose of creating an organization of educational leaders in their field. It was to be composed exclusively of those engaged in supervisory work. They agreed to meet in Washington, D. C., in February, 1866. At that meeting the work of organizing was completed. The new organiza-

tion named itself the National Association of School Superintendents. Nine states and 20 cities were represented. The new organization, which is now called the American Association of School Administrators, therefore celebrated its 90th birthday last month.

Five years after it was created, the National Association of School Superintendents became the Department of School Superintendence of the National Educational Association. In conformance with successive acts of incorporation and new designations for the National Teachers Association, it came to its present status as a department of the National Education Association of the United States.

Doubtless the action taken at Harrisburg and the following year in the nation's capital was inspired by leaders of great vision. But few could have anticipated the future of an organization which was to contribute so extensively to realization of the American policy of free and universal education. The steps by which it arrived at its present position were correlated closely with every advance made in American institutions of learning. The annual proceedings of the executives are a veritable history of education in the United States since 1865. Its course through the years, sometimes difficult, often dramatic, is too long to recount in a brief bow to the organization's 90th birthday, but a brief

look at its most significant activities at the present, with a note of prophecy for its future, justify many fold the ambitions of those who created this Association nine decades ago.

The AASA Today

In 1956 the American Association of School Administrators includes in its membership an all-time high of 10,116 school superintendents, principals, college professors, and others engaged in the management and supervision of the day by day work in behalf of 35,000,000 school children, and in the preparation of those who are to assume these responsibilities.

It has been the policy of the American Association of School Administrators to hold annual national conventions. When World War II imposed restrictions on travel, a long series of such conventions was broken. It is now the practice to hold two national conventions in succession; and in the third year to hold regional meetings in various places to meet the convenience of its membership. In the current year the annual convention was held in Atlantic City, N. J., February 18-23, with more than 18,000 persons in attendance.

At this convention the school executives heard reports of one of the most significant of its on-going projects—the Cooperative Program in Educational Administration—which is now in its sixth year. This pro-

Belmont Farley, upon the 90th birthday of the American Association of School Administrators, surveys the significant contribution to school administration being made

by this important group and looks ahead "to certain areas of work that are still to be completed, or that have great opportunities for future exploration."

gram was financed by the Kellogg Foundation in the amount of \$3,500,000 for a period of five years. Subsequent grants are carrying forward work that is still incomplete, or subsidizing new assignments, for an indefinite period. Among the educational institutions of higher learning that have contributed to the CPEA are the University of Chicago; Teachers College, Columbia University; Harvard University; Ohio State University; University of Oregon; George Peabody College for Teachers; Stanford University; and the University of Texas.

Out of the studies spearheaded by these institutions, and the research carried on by thousands of practicing school administrators, hundreds of graduate schools of education, and many state departments of education, has emerged a great wealth of information concerning pre-service and in-service training required for administrators of today's schools. The systematic co-ordination and diffusion of the results of this work is now the principle problem of the CPEA, to accomplish which a staff organization has been set up at the headquarters of the AASA, with a special grant of \$50,000 for a two-year period.

The Development Committee for CPEA, composed of school executives only, has been enlarged to an 18-member Committee called "The Committee for the Advancement of School Administration." Its membership includes members of boards of education and institutions of higher learn-

ing, as well as school superintendents. The chairman of the Committee is Lawrence G. Derthick, superintendent of schools, Chattanooga, Tenn. The headquarters staff, created in 1954 to implement the work of the CPEA, is headed by Hollis Moore.

A comparatively recent innovation of the AASA is a series of regional "drive-in conferences." These meet the interests and needs of towns, villages, and rural community districts. They are jointly arranged and financed with the NEA Department of Rural Education. Three meetings of this type were held in 1955 for the school leaders of 12 states—in the southwest at Lubbock, Tex.; in the northwest at Spokane, Wash. For the first time a drive-in conference was held for New England superintendents at Bethel, Me.

The regional conventions of the AASA were held last year in St. Louis, Denver, and Cleveland, at which cities 19,000 persons heard distinguished lay and professional speakers discuss problems related to the school and to the American scene in general. Among them was Vice-President Richard N. Nixon.

Featured at the regional and national conventions of the Association are exhibits of school architecture which have done much to enable school systems to provide better schoolhouses at lower cost at a trying period in school finance.

The exhibits of the administrators include all types of supplies and equipment for the operation and maintenance of the

nation's classrooms. They constitute one of the most important services to education. These exhibits increase each year in size and quality. At Atlantic City in February, 1954 where the AASA held its 80th annual convention with a record attendance of 18,637, the total net receipts from the sale of exhibit space were \$104,268.92.

AASA Yearbook

An important item in the service of the AASA is the publication of a yearbook dealing with some of the principle problems of superintendents and boards of education. This year the AASA issues its 34th annual volume with the title *School Board—Superintendent Relationships*.

A much used service of the AASA is the Educational Research Service which completed its 31st year of operation in 1955. It is sponsored jointly with the NEA Research Division. This unit answers thousands of letters of inquiry from both members and nonmembers of the profession.

Representatives of the AASA frequently are called upon to testify before Congressional committees. Among them in 1955 were the Senate Committee on Education and Public Welfare and the House Committee on Education and Labor.

The activities of the AASA do not end at United States boundaries. Last year the organization sent its President to Europe and its executive secretary to Puerto Rico to participate in educational conferences.

The school executives are now aiding actively and effectively in the financing of an educational center in Washington to house the National Education Association and all of its Departments. The new building will cost between five and six million dollars.

In a look at the future, Worth McClure, energetic executive-secretary of the AASA, whose term expires this year, points to certain areas of work that are still to be completed, or that have great opportunities for future exploration. Among these are the projects of the CPEA, the strengthening of international relationships. "It is now timely," he says, "for us to build upon the existing national acquaintanceships which we already have with AASA members in twenty other nations and with other friends abroad."

The executive secretary sees in educational television a tool of increasing importance for classroom instruction and for the continuing education of adults.

The AASA will be one of the most active of the educational organizations in co-operation with the NEA in implementing the recommendations of the White House Conference on Education recently held in Washington. It looks forward to this and to its other continuing responsibilities with confidence that its membership will be eventually all-inclusive, that its services will reach into every school system, and that its on-going program will contribute increasingly to improvement of educational opportunity for all American children.



GRADUATE INTERSHIP PROGRAMS

Robert E. Mitchell, standing, a graduate student intern in educational business management at Northern Illinois State College, DeKalb, Ill., confers here with Dr. W. I. Blundell, Secretary-Business Manager of the Evanston Township high school in Evanston, Ill.

School Construction Stirs the Congress



ELAINE EXTON

Even the momentum provided by President Eisenhower's "broadened and improved program of Federal assistance" to the states for school construction and the action of the Democratic leadership in making school building legislation a first major order of business in the House may not be sufficient to obtain passage of a federal school aid bill in the 84th Congress. Action may bog down in a morass of the old controversies that have plagued such proposals in the past aggravated by new issues.

Obstacles to Passage

As in 1949, when a general school aid measure failed to win Congressional approval, the question of what portion, if any, of appropriated federal funds should be made available for non-public schools could prove a major stumbling block. In their declaration of last November on the place of private and church-related schools, the Roman Catholic Bishops of the United States held that "the students of these schools have the right to benefit from those measures, grants, or aids which are manifestly designed for the health, safety, and welfare of American youth, irrespective of the school attended."

Confirmed states righters approach the classroom crisis with assertions that most states now possess the resources to support adequate school systems, ignoring the other legitimate demands on these resources which diminish the amount of funds available for education. Other opponents are triggering dissension with their contentions that pending school building proposals would be an entering wedge for federal control.

Adding to the confusion is the "prevailing wage" provision found in the leading Republican and Democratic schoolhousing measures that this provision viewed with disfavor by some of the Congressmen from low-income states. They argue that this requirement that workers on school construction projects receive the prevailing wage rates in their localities as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, plus time-and-a-half for overtime, would signify direct federal interference in state affairs and

unduly raise the wages paid in smaller southern towns.

Representative Graham A. Barden (D., N. C.), chairman of the House Committee on Education and Labor, has voiced objection to voting for any bill as a "vehicle to ride in either social or labor legislation." And there are still diehard opponents to federal aid to education in the Congress, like Representative Ralph Gwinn (R., N. Y.) and Senator Harry F. Byrd (D., Va.) who have recently renewed their comments in opposition to any form of federal assistance to the states for schools.

Overshadowing all other hazards as the issue on which the effort to get a federal aid bill through the present Congress may founder is the attachment of an anti-bias amendment barring payment of federal school construction funds to states and communities that have not complied with the Supreme Court's desegregation decision. Representative Adam Clayton Powell, Jr. (D., N. Y.) and others have said they would offer this view.

President Eisenhower has termed this question an enforcement matter for the courts that is "extraneous" to the pending legislation and friend and foe alike agree that unless this issue can be sidetracked the bill's chances of passage will be seriously endangered. It is rumored that if such a rider is adopted in the House, the measure will probably remain bottled up in the Senate Labor and Public Welfare Committee or be talked to death on the Senate floor in a filibuster of Southern Senators.

President Eisenhower's Proposals

Calling "action on a broader scale and at a more rapid rate . . . clearly imperative" to meet the nation's expanding educational needs in his special School Aid Message to Congress on January 12, President Eisenhower unveiled a revised program of federal assistance to help erase the existing deficit of schoolrooms.

He proposed federal grants totaling \$1,250,000,000 at a rate of \$250 million annually for five years, matched with state funds, to supplement local construction efforts in the neediest school districts. Last year's plan asked authorization for a

federal expenditure of \$67 million annually for three years, or in other words \$50 million less for the entire period than is now being sought for a single year.

Although local and state governments will build about 67,000 classrooms this year at a cost of almost \$2½ billion, according to U. S. Office of Education estimates, the President's message notes that "many communities simply do not have available locally the resources needed to cope both with the legacy of shortages from past years and with future needs (so that) unless these communities get help, they simply cannot provide enough good schools."

The Eisenhower-Folsom strategy is designed to facilitate an annual increase of 5000 classrooms over the current school construction rate as well as to produce through grants-in-aid during the next five years 60,000 additional new schoolrooms at the current cost of about \$40,000 per classroom.

Emphasizing that "the Federal grant program can and must terminate" when the nation's critical classroom shortage is overcome, the President estimated that this emergency could be ended within five years if his proposed program is "speedily and fully utilized."

Besides the longer life-span for the program's major aspects and larger money authorizations for direct grants-in-aid, the 1956 model of the plan unsuccessfully submitted to Congress by the Administration in 1955 differs from its predecessor in several significant respects.

Whereas last time the Administration largely bypassed the professional educators in framing their recommendations, the new version, which Secretary of Health, Education, and Welfare Folsom told a press conference "goes a pretty long way towards meeting the general consensus expressed in the White House Conference on Education," also includes changes stemming from consultations with school authorities and representatives of educational organizations that remove some of the earlier proposal's more objectionable features.

This time, for instance, the grants provision stands on its own so that a financially embarrassed or impoverished school

district unable to market bonds may obtain a federal grant without having to comply with the loan-or-lease-purchase procedures of the plan to establish eligibility.

The new program also offers more financial incentives to encourage states and local school districts to solve their own problems than have been presented in earlier measures.

Allocation of Federal Grants

To attain the above objective, President Eisenhower's recent School Message enunciates these three principles for determining federal grant allocations.

1. State Matching Required

The federal grants must be used to stimulate an increase in state and local school building efforts.

Every state and territory, including the District of Columbia, is eligible for a federal grant for school construction providing it matches the federal outlay with state appropriated funds. In order to speed action, in the program's first year school districts are permitted to join the states in matching the federal contribution.

Officials hope that if this provision goes into effect, the states will put up at least a billion dollars more during the program's five-year existence than they would otherwise expend on school construction and will undertake improvements in their school building finance laws.

States that would receive the largest federal grants under the President's program include: Texas, \$16,781,000; Pennsylvania, \$14,189,000; New York, \$11,957,000; North Carolina \$11,502,000; and California, \$10,039,000. Among those drawing the smallest sums are Nevada, \$153,000; Delaware, \$286,000; Wyoming, \$497,000; and Rhode Island, \$706,000.

2. State-Efforts Test

States noticeably lagging behind their ability to support their public schools would receive a reduced share of federal funds.

Under the school-aid allocation formula proposed by President Eisenhower, any state which is spending less than the national average both in regard to the percentage of its income devoted to schools and its dollar expenditures per pupil aged 5 to 17 would have its federal allotment proportionately reduced. Money accruing as a result of such curtailments would be reallocated among the states whose financial efforts were equal to, or above, the national school effort.

According to a preliminary tabulation of the Department of Health, Education, and Welfare, 12 states would be penalized through this arrangement. They are Florida, Georgia, Indiana, Kansas, Kentucky, Maine, Mississippi, Missouri, New Hampshire, Ohio, Rhode Island and Tennessee.

3. Allocations According to Need

The federal grants would be distributed according to relative need so that, proportionately to the matching money they would put up, the poorer states would obtain larger federal outlays than the more prosperous ones.

The President's plan recommends these procedures:

1) In distributing federal funds larger amounts per school-age child should be allotted to states with lower income per child.

2) In fixing matching requirements, states with lower income should not be required to put up as large a proportion of funds as higher income states.

3) As the states distribute these funds, the highest priority should be given to school districts with the least economic ability to meet their needs.

In conformity with this idea, states with the lowest income per child, for example,

Arkansas, North Carolina, New Mexico, and West Virginia, would put up \$1 for each \$2 of federal grants received, while those with the highest income per child, such as California, Delaware, New York, and New Jersey, would put up \$2 for each federal dollar.

This feature has already drawn fire in Congress. House Democratic Leader John W. McCormack (Mass.) has contended, for instance, that such a "need" test would discriminate against some states and put others in the position of begging for help.

The New Administration Bill

A new bill—S. 2905—embodying the Administration's expanded plan to accelerate school construction was introduced in the Senate on January 12, 1956, by Senator H. Alexander Smith (R., N. J.), the ranking minority member of the Senate Committee on Labor and Public Welfare, with 14 senators as co-sponsors.

In addition to the grants-in-aid provisions in Title III, already discussed, S. 2905 includes three titles, referred to below, that are similar to those proposed in last year's Administration bill S. 968. State educational agencies would administer the program in accordance with plans developed by each state.

TITLE I. *Bond Purchases* would tend to set a ceiling on school bond interest rates.

Provides for an aggregate appropriation of \$750 million during a five-year period for federal purchase of local school construction bonds when school districts cannot sell them in private markets at reasonable interest rates.

These bonds would be purchased at the going Treasury rate for long-term obligations, plus $\frac{3}{4}$ of one per cent. (Last year's rate was a half of one per cent.). All bonds purchased would mature in 30 years or less.

TITLE II. *Lease-Purchase* provides for federal credit assistance to state school financing agencies.

State agencies co-ordinated with the state education department would be empowered to issue bonds to finance local construction of schools to be rented and eventually owned by the local school systems. Rentals would be sufficient to cover payments of interest and principal of the bonds outstanding, a small addition to a supplemental reserve fund, and a share of the administrative expenses of the state school financing agency.

Participation by the Federal Government in establishing state-federal reserve funds sufficient to back a maximum of six billion dollars worth of state agency bonds is requested. It is estimated that this would require federal advances of \$150 million for the five-year program. When the total reserve funds of the state school financing agency equaled two years' debt service, the entire federal advance would gradually be repaid by the agency.

TITLE IV. *Development of State Programs To Increase School Construction*

Authorizes appropriations totaling \$20 million over a five-year period for federal grant assistance to states in paying administrative costs of developing state programs to improve the ability of local school districts to finance school construction and through redistricting, school consolidation, modification of constitutional or statutory debt limits, and other methods remove some of the obstacles that now exist.

The funds would be allotted on the basis of relative school-age population and would be matched by the states on a dollar for dollar basis.

The Democrats' Measure

Competition to the President's program is being offered by H.R. 7535 introduced

at the previous session by Representative Augustine B. Kelley (D., Pa.). This Democrat-sponsored measure was reported out of the House Committee on Education and Labor by a 21-9 vote last July 22, the first time in history that a general-aid-to-school-construction bill has cleared this House hurdle.

The Kelley bill differs from the Administration's revised school-aid program in duration, amount, and allocation method. It would authorize grants totaling \$1.6 billion at the rate of \$400 million a year over a four-year span to help states and communities construct additional public school classrooms in contrast to the Administration's recommendation of grants totaling \$1,250,000,000 at the rate of \$250 million a year for five years for this purpose.

Under the Kelley bill, which contains no "need" proviso, the appropriation would be distributed in proportion to school-age (5-17) population and matched by state and/or local funds on a 50-50 basis. This would furnish about \$10.84 in federal funds per child per year.

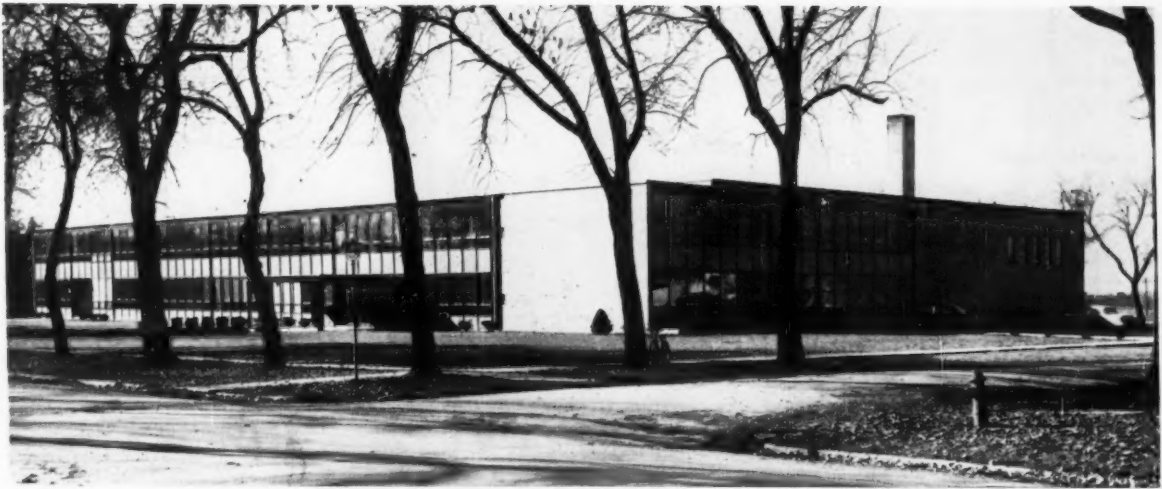
The Administration favors allocating the grants on a variable matching basis that takes into account financial ability, need as measured by relative state income per school-age child, and state and local effort. With the exception of the first year when localities could participate, matching would be by the states alone. Title IV of the Administration's bill S. 2905 providing funds to overcome obstacles to schoolhouse financing is not included in the Kelley measure.

Since H.R. 7535 is a compromise proposal containing provisions of the Kearns-Bailey bills (H.R. 14 and H.R. 15) in Title I and of the Administration's original school construction bills (H.R. 3770 and S. 968) in Titles II and III, it has important features in common with the new Administration legislation. In both the Democratic and Republican versions the provisions for government purchase of local school bonds and federal advances to assist state school financing agencies are substantially the same.

Next Steps in Congress

As this article goes to press, it appeared likely that the House Rules Committee, chaired by Representative Howard W. Smith (D., Va.), would clear the Kelley bill for action in the House under an "open rule" which would permit amendments on the floor. Besides the anti-segregation rider Democratic Representative Adam Clayton Powell, Jr., of New York, has said he would introduce, other controversial amendments are in the offing.

Congressman Graham A. Barden (D., N. C.), chairman of the House Education and Labor Committee, has stated he would seek removal of the section specifying that workers on federally assisted school construction projects be paid prevailing wage rates set by the U. S. Secretary of Labor. Representative Samuel K. McConnell, Jr. (R., Pa.), the ranking minority member of this committee, has signified his intention of submitting an amendment substituting the grant-in-aid plan of the President for Title I of the Kelley bill.



A front exterior view of the Gibson City high school, Gibson City, Ill. —
Lundeen and Hilfinger, architects, Bloomington, Ill.

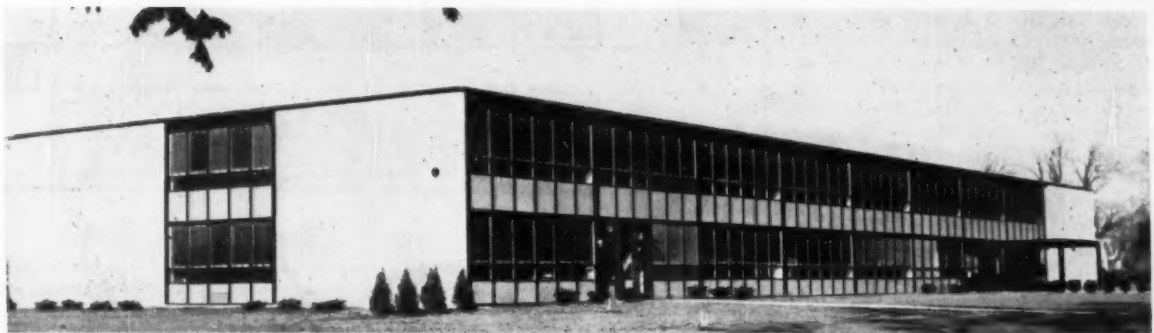
Gibson City's New High School

WARREN M. McCARTAN

Superintendent, Unit School District No. 1
Gibson City, Ill.

**A survey of the citizens of
the entire community
resulted in a building
program that was
immediately accepted . . .**

Like most communities in the state of Illinois and across the nation, the Gibson City community, which is now in its eighth year of operation as a unit school district, has been faced with a need for more classrooms. This need, which was first felt in the primary school area, soon reflected itself throughout the entire unit. In addi-



Gibson City's new high school embodies in its attractive contemporary design a face brick and panel wall exterior construction over a steel frame.

tion to an actual need for more classrooms, most of the high school facilities were inadequate, and this was especially true in what may be called the areas of special subject fields.

A Complete Survey

Therefore, as the people of this community began to experience the increasing enrollments, it was felt that the entire community should be involved in a complete survey which would show exactly what we had and what we would need for the future. It was the intention of our people to relate this need not only to physical requirements, but to our educational needs.

Our board of education, therefore, built a small addition to one school building to meet this immediate need for more classrooms, and then proceeded in the following manner to conduct its survey: The Bureau of Research and Service of the College of Education of the University of Illinois was contacted and representatives from that group met with our board of education and helped the board outline the procedures necessary for making the survey. In addition to acting as a supervisory and interpretive group, the Bureau actually did a lot of the appraisal work necessary to the entire study.

The board proceeded by appointing a Central Survey Committee which included lay members of the district, faculty members, and students. One group surveyed the community and its people; another the educational program, another the school-housing situation. We had, of course, one committee which dealt with the publicity which was designed to keep all of our people informed of the study as it progressed.

After the entire survey was made, which included population predictions for the future, the Central Committee and the board met and discussed possible solutions to the problems. After a general agreement was reached regarding what seemed to be the best solution open meetings were held with all townspeople. On other occasions special groups received reports from members of the Central Committee. The plan which was finally chosen called for the remodeling of the old high school to serve grades five through eight and the construction of one new building. This was done because the remodeled high school would afford facilities to students in grades five through eight, which would not be available under any other plan or within the financial reach of the district's ability to provide. It was also chosen because it would for the first time provide ample space for the kind of an educational program which we wanted for our high school students.

It is also interesting to note that the plan which was finally fulfilled, provided facilities to be used by all students in our district. All of our students, who live in parts of three counties, will attend grades



The first and second floor plans of this excellent high school, built by a unit school district and located in a smaller, semi-agricultural town, illustrate the rooms which offer a comprehensive program for 550 students, grades nine through twelve.

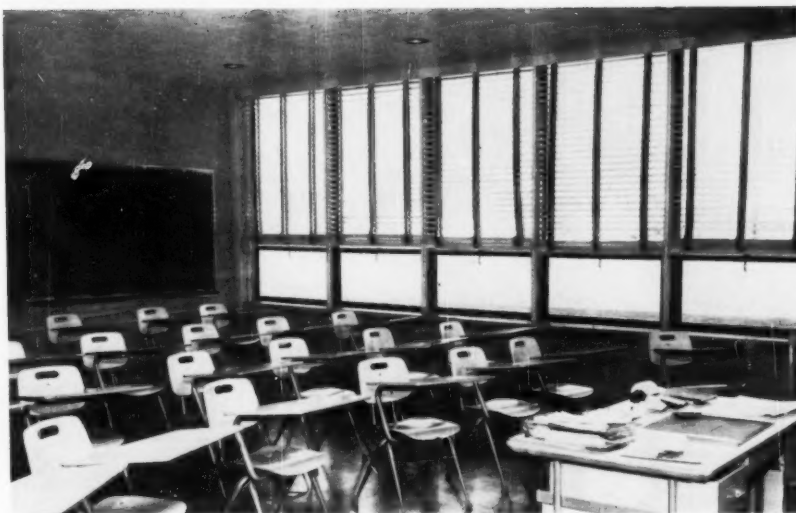


seven and eight in the remodeled building, and all of them will attend the new high school.

Our new building has provided for an expansion of the industrial arts program,

provided more room for agriculture, ample facilities for vocational homemaking, fine facilities for vocal and instrumental music, a physical science area which will meet the needs of all students, and physical educa-

One of the typical classrooms (there are nine in the school) is shown at the right. The classrooms have painted block interiors, asphalt tile floors and acoustical tile ceilings, and venetian blinds. One view of the combination cafeteria and study hall-library is shown below. Before and after lunch, the curtain is pulled back and the cafeteria is a study hall.

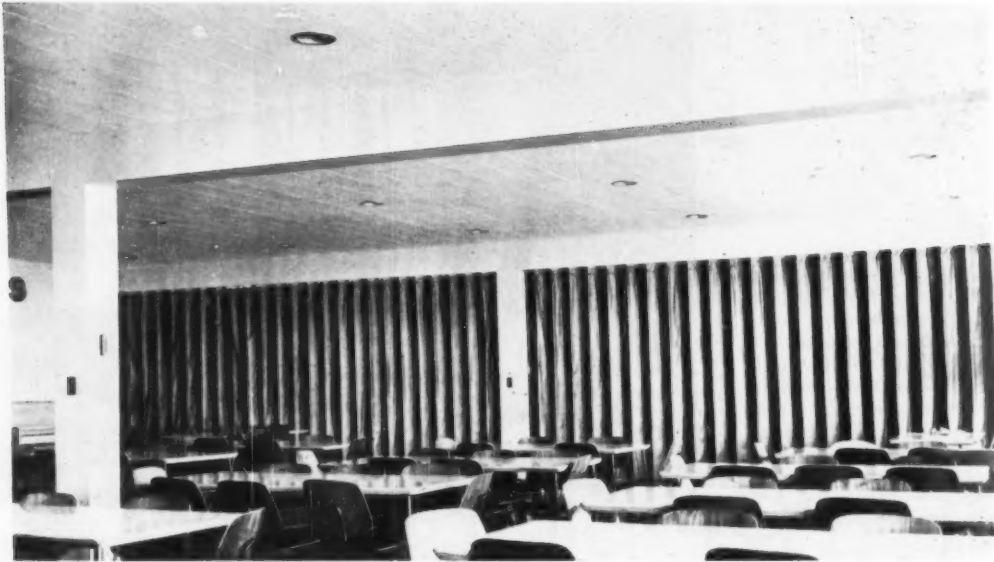


tion facilities which may be used simultaneously by boys and girls. It has also made it possible to introduce art into the high school and upper grades.

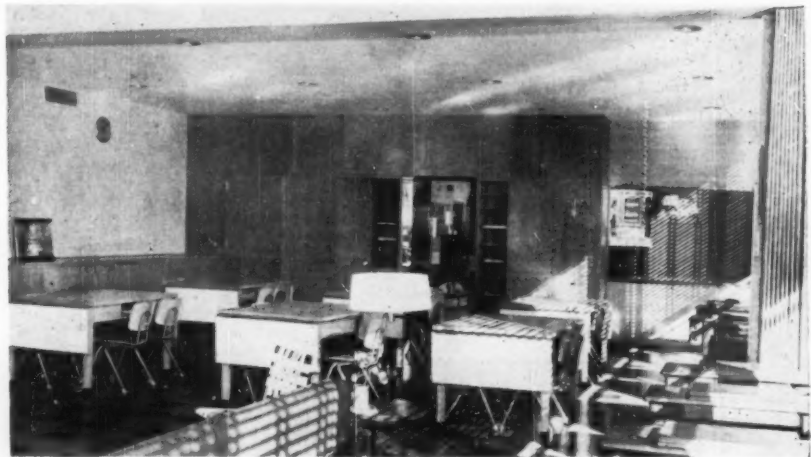
We feel that in the Gibson City community we have met our needs for the foreseeable future. Planning has been designed to take care of the entire unit, and it will not be necessary for us to go into a building program again in the near future.



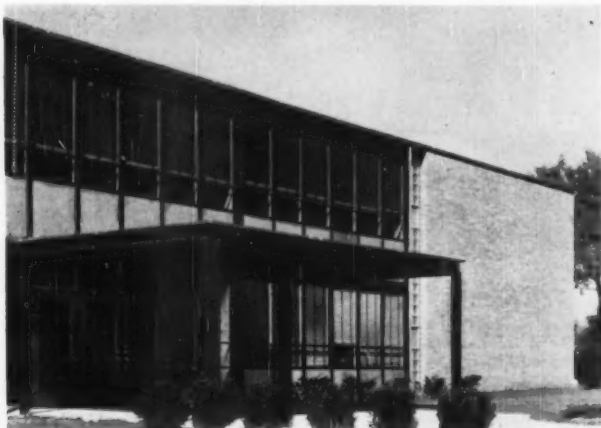
Two of the four unit kitchens that are available in the Gibson City's homemaking department.



Another view of the combination cafeteria-study hall with the curtain closed for lunch-time program.



The homeliving center of the Gibson City high school, looking into the clothing area. The cutting tables are shown in the background with another folding curtain that can be used to separate the clothing area from other parts of the homeliving center.



A close-up of an entrance to the high school that was built for a total contract cost of \$689,963. The total construction cost was \$605,805 with the remaining sum going toward equipment fees. The contract cost per square foot is a favorable \$11.30; the total cost per pupil was \$1254.

Designed to "Blend
with the
Community"—



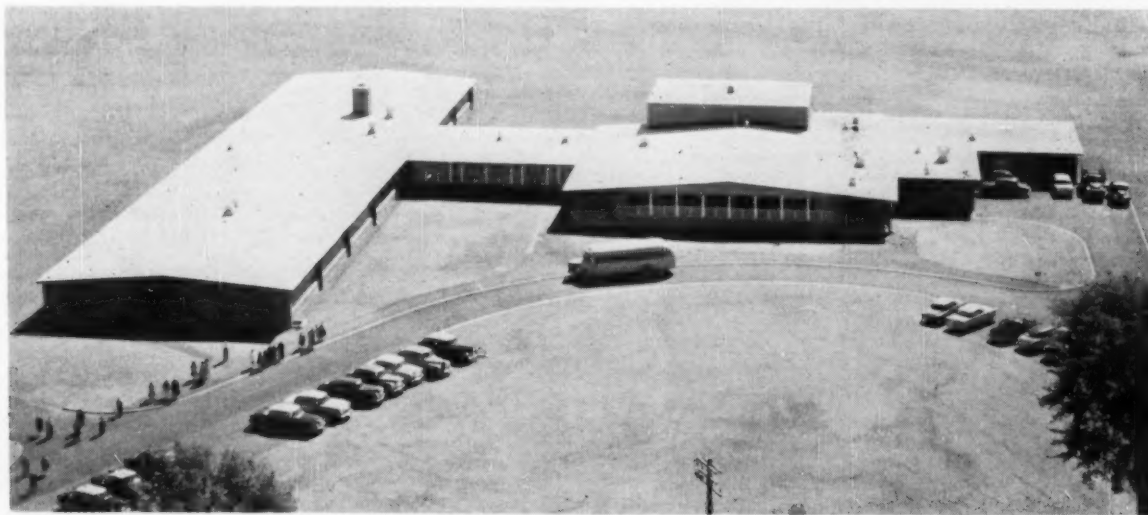
THE MOREAU ELEMENTARY SCHOOL

CHESTER B. OSTRANDER

Supervising Principal
South Glens Falls Central School
South Glens Falls, N. Y.

This 14-classroom elementary building was constructed for the South Glens Falls Central School District in the Town of Moreau, Saratoga County, N. Y., at a cost of approximately 90 cents per cubic foot or \$12.43 per square foot. This, in the opinion of district officials, is an unusually favorable price for school construc-

tion of such good quality. The favorable bids seem to have resulted from the elimination of nonessentials, careful architectural design to effect an efficient dual use of materials, competitive selection from alternate types of materials, and a fortunate choice of time — mid-autumn — for receiving bids.



An over-view of the "ranch-type" exterior design of the Moreau elementary school, South Glens Falls, N. Y. — C. Storrs Barrows & Associates, Rochester, N. Y.

The design of the school, developed under the direction of Ralph H. Parks, a partner in the firm of C. Storrs Barrows & Associates, architects, Rochester, N. Y., was recently given special recognition at an annual exhibit meeting of the Central New York Chapter of the American Institute of Architects. The design was part of the Chapter's traveling exhibit showing at eight cities throughout this region.

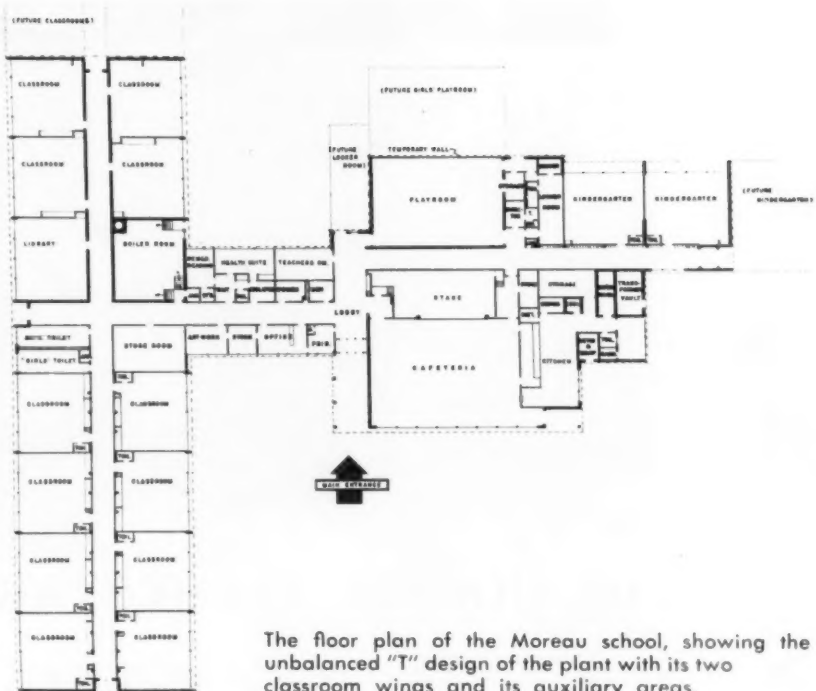
The Moreau Elementary School, a one-story building of mingled shades of red brick with gently sloping roof and large window areas, is designed to lend a home-like atmosphere of modern design. Its appearance blends with the latest "ranch-type" residence found in the housing development where the school is located and it seems to become a part of the level, 14-acre site against a background of evergreens. The building has the shape of a letter "T," of which one arm is shortened in such a way that a future addition of seven classrooms and an enlargement of the playroom to meet the needs of a rapidly growing community will not place rooms excessively distant from common facilities and the administration area.

From a glance at the plan one can readily grasp the clear-cut functional relationship of the principal areas. The administration section is centrally located between the classroom wings and the assembly-cafeteria and playroom section. The kindergartens are well separated from the rest of the school, yet conveniently located with ready access to the cafeteria when desired. A separate entrance makes it possible for these children to enter and leave without running a gauntlet with the older children. The strategic location of the cafeteria allows its use as a bus waiting room in rainy or severe weather and this use is augmented by the adjacent, covered entrance and exit porches.

Primary and intermediate classrooms have east-west orientation, as recommended by the State Department of Education. The kindergartens with a southern exposure are shielded from excessive sunlight and heat by a large continuous roof overhang with supporting wing walls.

The architects are particularly gratified in achieving a residential scale and character not commonly found in projects of this size. It is also noteworthy that this was accomplished with a lower than average cost per cubic foot.

Architect Parks explains that this was largely accomplished by an integration of structure and finish surface. This meant the elimination of plaster wall surfaces and suspended or attached ceiling generally (suspended acoustical plaster ceilings are provided over the corridor where the space above serves as an exhaust plenum without metal duct work). This also meant the provision of a well-regimented and carefully integrated system of structural framing and roof construction. The underside of the roof serves as an acoustically absorbent ceiling as well as insulation against heat loss. The roofs are surfaced with white marble chips and thus reflect the sun's rays during the usually warm early fall and late spring periods. This makes it possible to achieve a much greater degree of comfort than the unit ventilators and exhaust fans could produce unaided.



The floor plan of the Moreau school, showing the unbalanced "T" design of the plant with its two classroom wings and its auxiliary areas.

The school is planned to contain two rooms for each grade from kindergarten through sixth grade. Serving these there is: a cafeteria-assembly room with stage and kitchen, playroom with locker and shower room, library, health suite, administrative office, teachers' room and conference rooms. Each classroom is 32 ft. by 27 ft. and contains enclosed cloakrooms, counter with sink, curtain track, and assorted cabinet storage.

An individual toilet room and drinking fountain are included in each primary classroom. Kindergartens are 32 ft. by 30 ft. and are located on the end of the building opposite the classroom wing. Walls of the primary and intermediate classrooms are painted cinder block and the ceilings show exposed steel work and roof deck. Height of classroom ceilings is 10 ft. at the window side and 12 ft. at the corridor. All classroom walls contain liberal areas of green metal chalkboard and display board in addition to built-in deep shelves, drawers, and work counters. Window frames are aluminum with two lower sections of each panel opening in for ventilation.

The middle of the "T" is a general purpose wing containing such important elements as the administration rooms, medical suite, teachers' room, rest rooms, remedial reading room, workroom, and supply rooms. This wing with the cafeteria-playroom element can be isolated from the classroom areas by gates — inviting parent-teacher and public activity during after-school hours.

The cafeteria-assembly room, with an area 44 ft. by 60 ft. can accommodate 250 students as a lunchroom or 400 as an auditorium and has a stage 20 ft. deep with

an opening 13 ft. wide and 8 ft. high. Divided from it by a corridor is a playroom 30 ft. by 52 ft. together with a small locker room for grades five and six which can be opened to summer playground use. Kindergarten rooms nearby use open corridor coat racks in order to free classroom area.

The heating plant is composed of a battery of three gas-fired, automatic low pressure boilers. Heating and fresh air supply for classrooms is accomplished by the use of unit ventilators with under-window diffusing wings, and the necessary automatic controls governed by individual room thermostats. Night temperatures are automatically lowered by a central thermostat timer. Individual rooms may be heated by manual control for evening occupancy. Nonteaching areas are heated by means of cabinet type convactor radiation.

Adequate ventilation is obtained by means of several roof-type exhaust fans which utilize the corridor ceilings as plenum. There is an exhaust connection to each occupied room.

The unit ventilator system for classrooms was presented as an alternative proposal by the Consulting Engineer, Earl D. Landfear of Troy, N. Y. It was selected as representing the best solution to the problems of heating and ventilating this school.

Intercommunication is by means of telephones in each room, and a master program system controls all clocks. It was not felt that the cost of a public-address system could be justified.

Classroom floors are finished with asphalt tile and corridor floors with terrazzo, which the district chose in spite of relatively high

The expansive cafeteria-auditorium (right) measures 44 x 60 feet and has a capacity of 250 students for lunch time. Below is a view of the kitchen.



cost because of the extra upkeep on other finishes. Corridor wainscoting is to be cinder block chosen because it can be painted in harmonizing colors and has an interesting texture and acoustic value.

School officials found it difficult to decide the best source of water: whether to install a pipeline one mile from the South Glens Falls Village system or to drill wells. The latter course was eventually chosen on the basis of economy and because of problems in securing a right of way.

Initial planning for the Moreau Elementary School began with a Long-Range Planning Committee appointed by the school board in 1952 which made thorough studies of enrollment and community growth with the assistance of Robert L.

Horton, vice-principal, and decided this school should be the first step in an extended building program. The voters gave approval to a \$600,000 bond issue by a large majority and in the succeeding period the architect compared costs of alternate materials and refined his plans for maximum economy and practicality. Of the \$600,000 bond issue the estimate for basic contracts was \$472,800 or one dollar per cubic foot, but when bids were received in autumn, it was found that they effected a saving of approximately \$50,000 over the original estimate. Contracts were awarded to C. Rolland Oswald of Schenectady, general construction; Trojan Hardware of Troy, plumbing, heating & ventilating; and E. G. May of Albany, electrical. Con-

struction was begun in late October and was completed within the year. The board of education has taken advantage of the favorable bids to reduce the amount of the bond issue since they are aware that additional building will probably be required within the district in about three years.

In 1945, under the leadership of F. Donald Myers, district superintendent, the South Glens Falls Central School District was formed from ten smaller districts to which four more have since been added. It is situated in a suburban and rural area adjacent to the city of Glens Falls and contains about 40 square miles bounded on three sides by the Hudson River and forming the most northerly part of Saratoga County in northern New York State.



One of the twelve classrooms of the Moreau school. Typically illustrates the exposed steel work construction, the painted block interior, the asphalt tile floor and generous board areas.

A "Private War" to Provide Classrooms —

The Building Boom in East Meadow

The East Meadow School District is a suburban community in Long Island about ten miles from New York City. It is an area largely constituted of middle income families, most of whom are breadwinners and commute daily to New York City. Since 1948 the school district has been fighting its own private war—a struggle to provide classrooms for children who kept multiplying faster than school facilities can be provided.

In 1948 enrollment was around 500. During that year the influx of people migrating eastward on Long Island from New York City and elsewhere began. In 1949 there were about 1000 children; in 1950, 1500; in 1951, 2700. When school closed in June, 1952, there were 3100 children in the public schools, but when school opened in September, 1952, the enrollment had almost doubled to an unpredicted 5700 students. In September, 1953, there were 7700 children; in September, 1954, 10,100; and

in September, 1955, more than 12,000. Consequently it is clear that the public school enrollment multiplied about 25 times in less than eight years.

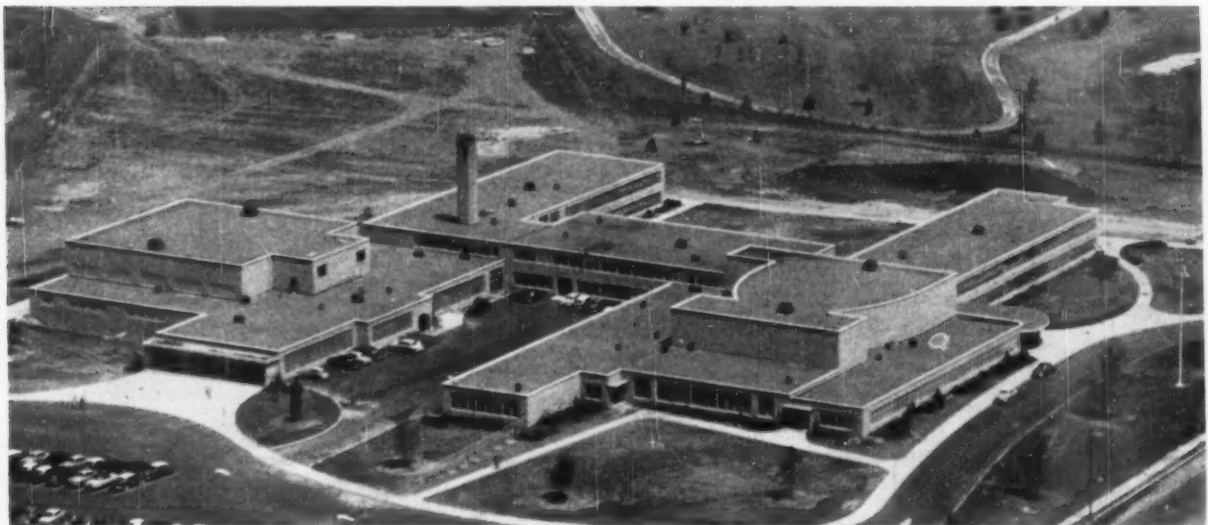
Few districts have had to do so much in so little time to catch up with this unpredictable need for school facilities. This shortage had to be and was attacked on a grand scale, not piecemeal. The district's residents voted bond issue after bond issue — \$22,962,404 all told since 1948.

The development of this program presented a tremendous problem to an extremely busy board of education. From a long range point of view, the program involved the adoption of principles that are basic in planning and providing school-plant facilities required to operate modern schools for the growth of American youth. It is indeed a tribute to the residents of this community that the necessary bond issues were voted by overwhelming pluralities when the well-planned program of the

EDWARD J. McCLEARY

Superintendent of Schools
East Meadow, N. Y.

The East Meadow high school, opened in January, 1955, for 1500 students at a cost of more than three million dollars



board of education was thoroughly explained by a carefully prepared public relations program.

Elementary Tenets

Some of the basic principles which were accepted first by the board of education and then by the community follow:

1. The uses of school buildings are expanding not only in service to the students and staff members who spend many hours there daily, but to community groups of elementary school children, teen agers, and adults who use the building in many other ways.

2. It must be recognized that the school building is a place that will help children to grow to their best physically, socially, emotionally, as well as mentally. Their vision, posture, nutrition, mental health, and every bodily process should be helped toward the ideal by the conditions of life at school.

3. The educational program would be developed in the form of the K-6-3-3 type of school organization. In other words the elementary schools would go through the sixth grade; the junior high schools from grades seven through nine; and the senior high schools from grades ten through twelve.

4. Good business judgment must be exercised in the planning so that satisfactory facilities for all facets of a complete program may be provided at the lowest possible cost. Psychological and special-class services had to be expanded. (The district employs four psychologists and has seven special classes for retarded children.) The adult education program has quadrupled in three years with more than 1700 persons taking the dozens of courses from psychology to slip-covering to modern dance. Cafeterias must be available in all buildings to provide nutritious hot meals at a moderate cost. In the elementary schools,

the cafeteria is combined with the auditorium to form a "cafetorium" for building economy purposes. (The school lunch program is completely self-supporting with the exception of the salary of the two dietitians who administer this activity. Elementary school children pay 20 cents, whereas high school children pay 25 cents for the complete lunch.)

5. The secondary school program (7-12) would culminate in the evolution of a comprehensive senior high school with

modern facilities for the college preparatory course, the business education course, and the vocational program.

The vocational program must not be confused with the industrial-arts program which provides general competency in various fields. The vocational program specifically trains youngsters for entrance into a well-paying job in a reputable trade. Since it is estimated that high school graduation in this school district will level off at 1500 students per year, and in New



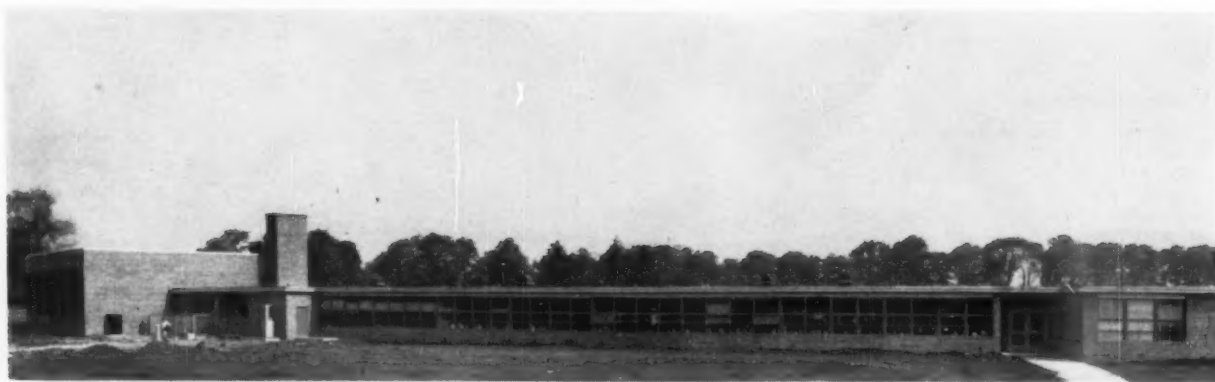
Now that the building boom is over, the East Meadow schools "are making plans for the further enrichment of the curriculum."



THE EAST MEADOW BOARD OF EDUCATION

The East Meadow school directors who met an avalanche of additional students in recent years by opening six schools in 1955. Left to right: Thomas F. Conroy; Mrs. Elizabeth P. Rice; Dr. Edward J. Mc-

Cleary, superintendent; George H. McVey, president; Edward A. Moss, vice-president; Joseph R. Greenberg; and W. Tresper Clarke. Seventh member of the board, George A. Reeves, was absent.



The interesting Salisbury elementary school in East Meadow, designed in an oval layout, was one of the six schools opened last year. Two other elementary schools, a high school, and two junior high schools complete the total. An indication of the challenge met

by East Meadow schools, which resulted in the ambitious building program, is the fact that in 1945 the enrollment of the district was 467 students. By 1955, the high point of the New York suburban exodus, enrollment had catapulted to 10,033.

York State 20 per cent of these youngsters will elect vocational courses, the secondary school program is designed to accommodate 300 potential vocational graduates each year. Facilities will be available in the ratio of three boys to two girls. The boys' vocational courses will include automotive, machine, carpentry, electrical, radio and television, and heating and ventilating programs. The girls' courses will include beauty culture, practical nursing, dressmaking, and the foods trades. The children who elect the vocational program will include many of the most capable youngsters. It is essential that the academic development of these children should not be neglected. Consequently their school day will involve a morning or an afternoon devoted to vocational training, whereas the other half of the school day will involve related and required academic courses.

6. All of the schools must be as strategically located as possible so that annual transportation costs can be kept to a minimum. The transportation policy, which is considered liberal for this area of New York State, may be summarized as follows: Transportation will be provided for those children who live beyond the following limits from the school to which they are assigned; grades K-2, one-half mile; grades 3-6, one mile; grades 7-12, one and one-half miles.

7. A School-Community Relations Committee shall be established which will be the official liaison committee between the board of education and the community. This committee includes representatives of all of the officially established civic and service organizations of the school district. This committee is kept constantly informed of the deliberations of the board of education and the other facets of school administration so that the value of each of the members as interpreters of the school program to the public may be enhanced.

The Climax Year

On April 18, 1955, a record was set when three new 20-room elementary schools were opened simultaneously to some 1450

children while carpenters, tile setters, painters, electricians, plumbers, and steam fitters continued work on unfinished portions.

The year 1955 marks the climax of the school building boom. In addition to the April 18 openings of Salisbury, Parkway, and Meadowbrook Elementary Schools, East Meadow High School had seated its first students on January 31. In September, 1955, the Meadowbrook Junior High School opened its doors and it is expected that the Woodland Junior High School will open soon. Consequently, the total for the year included six openings.

At the present time there is only one new school on the district's drawing board. It is a 2600 student junior-senior high school to be built in the northern part of the district. This school will have complete academic, commercial, vocational, and physical education facilities. It will cost an estimated \$5,720,000. It is hoped that this building will be the last that will be needed. The board of education and the school administration recognize the danger of overbuilding if enrollments should decline. For example, kindergarten enrollment is expected to reach a peak of 1900 in 1956-57 and then fall off until in three years it is down to the 1954-55 level of 1600. However, the bumper crop of kindergartners will make the total enrollment climb for several years. If the peak enrollment cannot be accommodated in the buildings outlined above, the school authorities would be willing to temporarily use special rooms and even increase class size about 10 per cent until the enrollment leveled off.

Now that the school building boom is

almost over, members of the board of education and the administrative staff are making plans for the further enrichment of the curriculum. Some of the objectives are more art and music instruction in the primary grades, homemaking in the elementary schools, more teachers with graduate degrees, and classes as small as in some other Long Island districts.

Stockholders' Reports

School officials of the East Meadow School District look upon the 52,000 residents of the school district as the stockholders of a large corporation. They feel that each of the 13,000 homes in the district are entitled to an annual report regarding their school taxpaying investment. Therefore, in July, 1955, the school district published and mailed to each home in the district the first annual report to the citizens who have shouldered the burden of an expanding program that has few equals. It is the intention of the board of education and the school administration to issue a shorter report in the future covering the highlights of a single year in the public schools. These annual reports will supplement a public relations bulletin which is mailed to each of the homes of the district four times during each school year. This periodical is entitled "Steps to Learning." It is particularly desired that the annual reports and the quarterly public relations news bulletin will reach those homes wherein there are no public school children. Many of these people are grateful for being kept informed regarding the excellent return that the community is receiving for their tax dollars.

A typical growing Long Island community, East Meadow successfully overcame an acute classroom need . . .

OPEN HOUSE TELLS A STORY

LEON SMAAGE

Superintendent, Des Plaines Public Schools
Des Plaines, Ill.

The occasion for the opening or dedication of a new school building calls for a celebration of some importance. The culmination of months and months of work is a time for board members and other school administrators, school staff and especially the community itself to pause and congratulate each other for a co-operative educational achievement.

A school dedication can well become, therefore, an "Open House" that will tell a story about the new school and the educational program the school is designed to carry on for boys and girls of the community. Since this is a community enter-

prise, it follows that the story should be told by groups closest to the schools: the board of education, school personnel, and P.T.A. members.

The Des Plaines, Ill., public schools have used the "Open House" story-telling technique for the past several years each time one of its five building projects has been completed.

Its most ambitious undertaking came with the recent completion of the Algonquin School, designed for ultimate use as a junior high school for 900 pupils, but intended to accommodate both lower grades and junior high pupils in the inter-

im. A prededication dinner was held a few days before Open House. Guests included civic leaders of all organizations in Des Plaines, religious leaders, former board members, community educational leaders including the county superintendent of schools and key people connected with the construction.

The president of the board of education gave a brief review of the progress of the building as well as a digest of future enrollment problems our community would have to solve. The informal dinner and activities ended with a "cooks" tour of the building conducted for small groups by



BOARD OF EDUCATION, DISTRICT NO. 62, DES PLAINE, ILL.

This board of education became hosts at an open house of a new school building to help introduce the community's citizens to their schools and to know their schools better. Left to right: Donald K. Corby;

Leon Smaage, superintendent; Ruth B. Kimball; Charles A. Wayman; Harlow A. Cox, president; T. R. Napier; Elmer Greebner; Vernon J. Wiberg; and Kenneth E. Holmes.



A front exterior view and floor plans of the recently completed three-story Algonquin school in Des Plaines, Ill.

board of education members and local administrators.

"A Day to Remember"

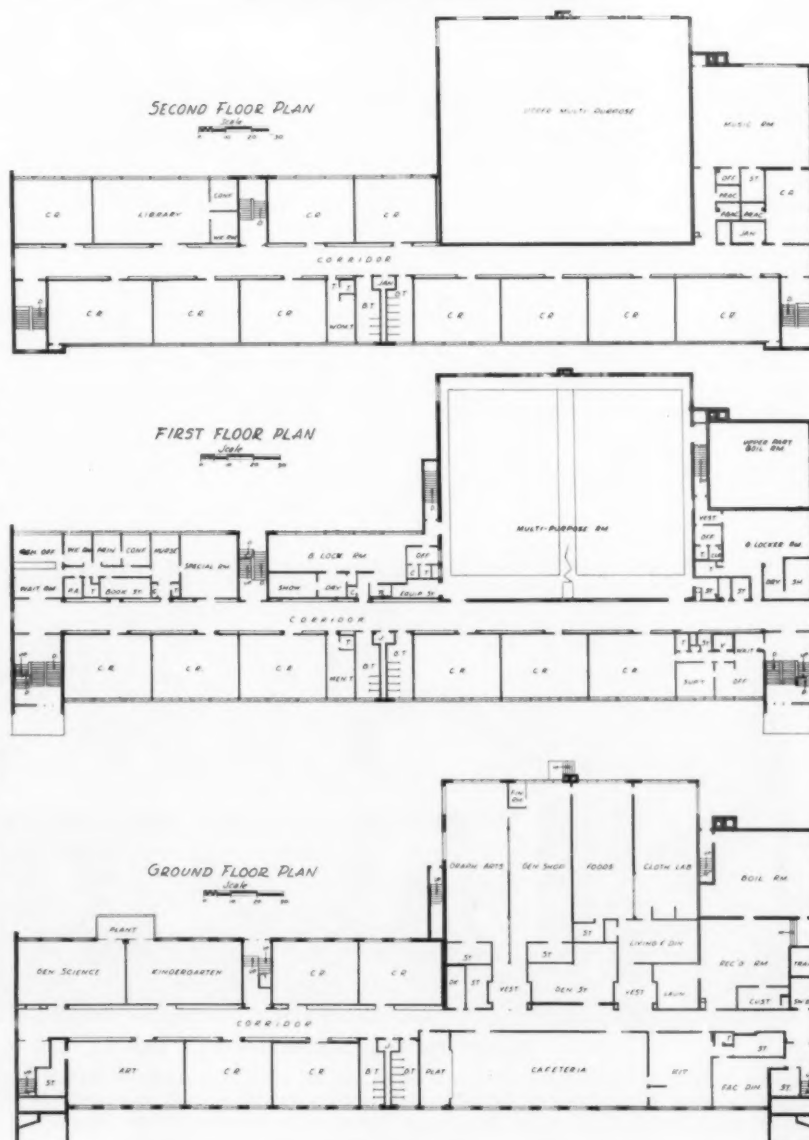
The Sunday "Open House" which followed was sponsored by the board of education, the Algonquin school staff, and the Algonquin P.T.A. The theme for the day became . . . "a day to remember—Open House at the Algonquin School." Brochures told this simple "primary grade style" story through classroom pictures of children in the new school: "We Come in Small . . . Grow in Many Ways . . . and Go Out Tall."

Board members and Algonquin teachers and P.T.A. members played important roles in telling Des Plaines newest educational story.

The hundreds of visitors were greeted by school staff members who assembled them in groups of 20 to 30 and then conducted the group on a *purposeful* tour of the building.

"Narrative" stations presided over by board members were set up in strategic locations of the building. Teacher hosts and hostesses made sure that groups stopped at each of the seven locations to hear a board member tell the story of the educational function of a particular school area. Thus, no matter where the tour started (routes had previously been decided) everyone heard the entire story of the Algonquin School.

At sometime during the tours, visitors learned about what they were getting for their money, construction costs, flexible use of the building, features of a typical classroom, functions of special learning areas such as home arts and shop. The visitors heard that economy and low main-



tenance was basic for plans for the building.

Board President's Message

For example, the introductory narrative as explained by the president of our board of education follows:

The Algonquin School is located on a 20 acre site. The construction cost is \$976,585 or 93 cents per cubic foot, total cost including equipment and site development will be approximately \$1,240,000. The building is designed for ultimate use as a junior high school which will accommodate about 900 pupils. At the present time, 828 pupils are enrolled — 528 in kindergarten through sixth grade and 300 in the junior high. About 275 pupils stay for lunch at this time and about 240 ride bikes to school.

The school has 30 learning areas including 20 classrooms and special areas for craft arts, general shop, foods and clothing laboratories, science, physical education, music library, cafeteria and administration counseling offices. The board had economy in mind when planning the building. Materials that would minimize maintenance work were used throughout the ground floor, second floor and upper floors. The Board of Education or Superintendent of Schools office for general administration and supervision for 8 schools, 3600 pupils, 139 teachers and 40 other Board of Education employees. At the east end is the principal's office for the administration and supervision of this building. There are 36 teachers who work in this school. In addition to the outer and clerical office there is an office for the principal, an office workroom, a conference room for use of small faculty groups, a nurses room and first

aid room, an office storeroom, a Student store and a room for the school public address system.

Other Discussions

The physical features of a typical classroom were discussed by another board member who pointed out, for instance, how good ventilation, good lighting, acoustical treatment and other physical conditions all *enhance* the teaching and learning process.

Likewise, other board members told about the physical education facilities and program, music facilities and how the music program was conducted in our schools, and the function of the library.

In visiting the shop and home arts areas, our guests learned about the needed experiences thus provided for adolescent boys and girls. The teaching of art, science, arithmetic, Language Arts and Social Studies were also directly related to the classroom in which these subjects were taught.

An ideal opportunity for the school system to improve its relations with the community is at an "open house" of a newly constructed school plant — especially when the "visitors go away having learned something about the program of the local school system."

At the conclusion of the story, our guests were invited to the cafeteria where refreshments had been provided by the Algonquin Parent Teacher Association.

"Telling the Story"

The "Story Telling" type of Open House has many worth-while outcomes. Visitors go away having learned something about the program of the local school system. They have learned something about the function of that particular school. Further, if the participants in the story telling have told it well, other groups will do a good job of telling — until finally so many community groups are involved in the narrative that we find we are telling the school story to each other.

And this is well for each new school in any community symbolizes a forward look. And since it is the product of co-operative enterprise on the part of an interested citizenry the board of education, and the school staff — why shouldn't they congratulate each other?

Three snapshot views of the school staff — teachers, administrators, and board members — greeting guests at the school district's informal, amiable open house celebration. Left: principal and teacher explain avail-

able facilities to interested mother; center: guests from India are greeted by board president; right: local citizens chat with a board member. The beginning of the "story telling" process for interested citizenry.



A New Window for the Classroom

WM. D. STANSIL
and ERNEST G. LAKE

**A unique program of
Industry-Education co-opera-
tion which is producing
outstanding results in
Racine, Wisconsin.**

For years America's public school system and industrial enterprise lived in the same community block without knowing one another well. Unilateral efforts to get acquainted were often misinterpreted. Generally, each viewed the other with aloofness born of mutual lack of understanding.

Three years ago, the educators of Racine, Wis., added a new window to the classroom. It looks out into the community, into the industrial plants, and into the business establishments which help make up the city. Teachers are recognizing that student familiarity with civic life will produce students better fitted to take their places in the community upon graduation. Teachers are showing students how classroom instruction can be applicable to the practical workaday world.

Racine is located on Lake Michigan between Milwaukee and Chicago. It has a population of 75,000 people, 22,000 of its 32,000 working force are employed in its 234 industrial plants. These plants manufacture such major products as agricultural equipment, auto accessories, electrical equipment, castings, leather goods, floor wax, malted milk, playing cards, books, games, and clothing.

Three years ago an industrial-education committee was organized by Wm. D. Stansil, executive secretary of the Manufacturers' Association of Racine, and Dr. Ernest G. Lake, superintendent of the Racine

public schools. This committee is composed of eight prominent industrialists and eight school administrators. The educators include the chief public school administrators in the city: two high school principals, three division heads of the central office, director of the Racine Vocational and Adult School, and the director of the Extension Division of the University of Wisconsin.

After several preliminary meetings the committee adopted the following program of action:

Acquainting new teachers with the community.

Furnishing teaching materials about local industry and job opportunities.

Arranging plant visits for teachers and students.

Providing a central film exchange of films for school use.

Securing representatives from Racine Industry to serve as instructors for classrooms desiring help on special industrial topics.

A number of projects have developed naturally from this first statement of purposes. Some have been sponsored by the committee; others have been managed by co-operating groups. A social program to enable new teachers to meet other people in the city was originally sponsored by the Y.M.C.A. in co-operation with the Y.W.C.A. at the suggestion of the committee. This year the project was taken over by the Racine Chamber of Commerce in co-operation with the Racine Parent



WILLIAM D. STANSIL



ERNEST G. LAKE

Mr. Stansil is executive secretary of the Manufacturers' Association of Racine, Wis. Dr. Lake, superintendent of schools at Racine, Wis., since 1951, was chosen by the National Citizens Commission for the Public Schools to aid in their study of American public education financing.

Teacher's Council. The activity consisted of a guided tour of the city and of a special picnic supper and dance at a local park for some 85 new school staff members. The program formed a most important part of the orientation program prepared for new staff members the week before school opened. Most popular was the decision of the sponsoring group to invite eligible men to meet with the new teaching force.

Pupil Texts

Another one of the outstanding accomplishments of the industrial-education committee has been the publishing of two pupil texts: one on "Vocations in Racine" for ninth-grade pupils, and one on "Industries of Racine" for the pupils of fifth, sixth, and seventh grades. These books will be published this year and are being distributed to all pupils of the county and city, both public and parochial schools. The texts are illustrated by selected pictures taken from the files of local business and industrial firms. The texts have been carefully checked as to readability by co-operating teachers and for accuracy by the leaders of local industry. Publication of these texts was financed by the Manufacturers' Association through the co-operation of the Racine board of education. A teachers' committee helped to check suitability of content.

Plant visits have been another activity of the committee. Teachers are divided into groups of their own choice, according to their interests, such as *business education*, *machine shop*, *farm implement*, *book printing*, etc. Plant visits are held throughout the year and can be arranged at any time. As each teacher may have a visitation day every other year, these days are often used for plant visitation. Social studies students in high schools are allowed half-day visits to industrial plants when they take a plant tour. Such tours usually include a time for discussion by students and plant officials on written questions submitted before the visit.

The need for a central film exchange program was studied by a special subcommittee headed by the director of the Racine Extension Division of the University of Wisconsin. Members of the Film Exchange Committee included representatives of the Racine Public Library, the public schools, the Racine Vocational School, the parochial schools, the Y.W.C.A. and industry. The purpose of the committee was to "determine whether or not it would be desirable to have a central film exchange for teaching films."

In separate meetings alone and with F. White of the University of Wisconsin Bureau of Visual Exchange, the committee thoroughly investigated this possibility, concluding with the following report:

1. To meet the needs of schools, a library or depository of teaching films should be established in Racine. In view of the already existing film distribution facil-

Because of their co-operative program, industry and education in Racine, Wis., "have found many times that they unknowingly have been facing the same problems. This mutual understanding . . . has brought a bond of friendship and respect which will serve . . . for the schools and for local industry."

ities at the Public Library, this committee feels that the teaching films library might well be established there by gradual expansion of Racine Public Library facilities and staff to handle the entire job of housing films, cataloging, scheduling, delivering, checking, and repairing.

2. A study of the use of films in Racine shows that the new teaching films library should begin with a collection of about two hundred basic film titles. This number of titles is now used (on a rental basis) to an extent that purchase would seem an economy over continued rental. Basic films should be selected by a curriculum committee of Racine teachers.
3. All Racine schools should have access to the library. School users should pay a fixed rental on films to support the program partially.
4. Long term interests of Racine education suggest that as a new library structure is planned, facilities should be included not alone for the film library, but that thought also be given to the desirability of establishing an Instructional Materials Center. This would be a workshop facility for the study and improvement of instructional methods and techniques, for evaluating, previewing, producing, and otherwise making available on an economical basis, all types of audio-visual equipment.

These recommendations were presented by the special committee to the Racine Library Board. No action was taken, pending further consideration by the Library Board of the place film distribution would have in projected plans for a new central library building.

Speakers Made Available

A most helpful project of the industrial-education committee was the recruitment of some 50 available speakers on topics selected by teachers. Each high school department selected topics they wished to have discussed and also indicated the approximate time of the year these topics might be taken up. Speakers' lists were developed and sent to each school. The range of subject matter was great, but speakers were readily found to contribute significantly to each topic. Here are a few of the topics requested:

History and Growth of a Representative Industry or Business in Racine.

How Is Production Planned?

Planning for Vocational Opportunities. Emphasize opportunities in Racine and particular skills marketable here. Training and apprenticeship programs.

What Does Industry Expect of High School Graduates? Personality, basic skills, specialized demands of particular jobs.

To What Extent Does Racine Depend on Foreign Trade? Confine to one or two industries.

Techniques of Advertising. Different Appeals. Determining what techniques to use. Labor-Management Relations. How are conflicts resolved?

Making a Job Application. Writing an application, handling the interview, placement, and promotional procedures.

Recently the education-industry committee sponsored a pilot study of job needs of Racine industry. At several luncheon meetings the topic of the future need for scientifically trained personnel attracted the attention of committee members. Factual information seemed lacking. A subcommittee was therefore formed to obtain the facts. Eight definite and compelling needs seemed uppermost. It was therefore agreed that a pilot study should include these classifications: Mechanical Engineering, Electrical Engineering, Industrial Engineering, Methods Engineering, Chemistry, Metallurgy, Tool & Die Making, Drafting.

Guidance personnel of the several institutions of advanced training in Racine were enlisted in this project. Also staff members of the local State Employment Office volunteered to assist in the interviews and in questionnaire tabulations.

Forty-five companies reported on the eight selected job classifications, covering 1138 people employed in their plants.

57 per cent of the professional group had to have college training before they were hired.

86 per cent of the trade group had to have high school training before they were hired.

It was expected that there would be a 60 per cent increase of experienced personnel and over a 40 per cent increase in inexperienced personnel in these eight categories needed to man Racine's Industry for the very near future.

Schools Train for Industry

Industrial management offered some very helpful advice on what they thought the schools could do to help them meet their needs. Needed personnel were grouped into these three classes: *professional*, *semiprofessional*, and *related jobs*. Of each management replied:

Professional Personnel — 38 per cent who replied said that it is conceivable that local schools could fully train personnel for these jobs. — 69 per cent said that it is conceivable that local schools could train for specific tasks in these job classifications.

Semiprofessional Personnel — 74 per cent who replied said that local schools could fully train such personnel for these job classifications.

Related Jobs — 96 per cent who replied said that local schools could fully train personnel for all related jobs under these eight classifications. It was suggested that such special courses as: mathematics, blueprint reading, drafting, and machine-shop practice could serve as basic courses to train personnel interested in related jobs. It was further suggested that more advanced offerings in these subjects should be encouraged.

Questions directed at determining the educational standards required of personnel, the distribution of job opportunities, and the company's plans for offering plant training enlisted these replies:

79 per cent of the people were employed in drafting, tool and die making, and mechanical engineering. Jobs such as Methods Engineer and Metallurgist comprised less than 2 per cent and 1 per cent of the population respectively.

The most stringent training requirements were required of metallurgists and chemists.

The majority of semiprofessional workers are obtained locally, while the majority of the professional group are obtained nonlocally.

The greatest need for workers over the next three years is in drafting, mechanical engineering, and tool and die making. Fewer workers are needed in metallurgy and chemistry than any other field. Industries' needs were increasing fastest in mechanical engineering.

More companies had in-plant training courses for the trades than the professional fields. In the professional jobs, industry had the most training programs for chemists and the fewest for industrial engineers.

An attempt was also made in the pilot study to determine if the size of employing company had any particular significance to the whole problem of training and of securing company personnel. These questions brought forth these general conclusions:

The large companies had the most stringent formal training requirements.

In-plant training programs are most well developed in the large companies, while small companies use the local school facilities more frequently. Small industries were heavily dependent on hiring already experienced trade personnel who can produce immediately.

The larger companies relied the least on the local schools to fully train their personnel and did a great deal of their placement in trade categories through up-grading.

Many small industries found it impossible to break jobs down into specific tasks because one man must do many jobs. Large companies were by and large willing to have men trained for specific tasks of a profession or trade. Medium sized companies appeared to be most rigid as far as unwillingness to break jobs into specific tasks.

Though many of the findings of the pilot study seemed to offer much for further discussion by the parent education-industry committee, the most significant single result seemed to be the conclusion that a more complete study of job needs of industry should be started. The pilot study committee indicated in their final report that more job classifications should be included in the broader study and that a subsequent study should attempt to secure more specific information as to how our local schools could help to train people to meet these needs. In the discussion of this report, school people pointed out the need for more scholarship aid to permit worthy people to take advanced training who now cannot attend higher institutions of learning. This subject will be reported on in detail at the next meeting of the education-industry

committee. Racine industries already do an outstanding job of providing scholarship aids, one company alone helped over 200 pupils last year to finance advanced educational training. These reports may serve to explain this program among other companies.

Mutual Understanding Results

Important as the concrete, constructive action program of the industrial-education committee has been in Racine in bringing results, these programs of action have been only a part of the real tangible effect of such a program in an industrial community. The monthly luncheons held alternately at a school institution or at an industrial plant have provided an environment conducive to thoughtful inquiry of the work of school men and of factory management. Both groups have found many times that they unknowingly have been facing the same problems. This mutual understanding of each other and each other's problems has brought a bond of friendship and respect which will serve for many years as a reservoir of good will for the schools and for local industry. Face-to-face consideration of joint problems has served to foster an understanding which will certainly aid both educators and industrialists in any problems which either may face in the future.



NEW COUNCIL CHAIRMAN

Mr. Ralph K. Gottshall has been appointed chairman of the National Citizens Council for Better Schools, an organization which replaced the dissolved, 6-year National Citizens' Commission for the Public Schools. He is shown above (right) with Mr. Henry Toy, Jr., who has served as Commission director since 1949 and who will continue as executive head of this new group.

Developing a School Board Policy Manual

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A striking increase of interest in written policies of boards of education has become evident in the past few years. This interest has shown itself in professional journals, in meetings devoted to school board problems, and in the activities of local schools and their citizen groups. Credit for this upsurge of interest in putting local school policies in written form largely belongs to the efforts of the American Association of School Administrators, the National School Boards Association, and state and regional associations of school boards. Continued emphasis has been placed upon policy-making by the AMERICAN SCHOOL BOARD JOURNAL and occasional articles have appeared in other publications. The North Central Association has been active in stimulating written policies for high schools.

As early as 1870, one of the great pioneers of American education, Henry Barnard, was seeking to stimulate the wise use of written school board policies in city school systems.¹ In 1927, Melby made recommendations concerning written policies which make excellent sense today.² Nevertheless numerous studies of various kinds have continued to show that written policy manuals are often lacking in even the largest school systems and that those to be found are frequently both incomplete and out of date.

Having worked with one board of education on the development of a written policy manual and found it a help in clarifying the legislative intentions of that board, the writer secured the interest of the superintendent and board of education of the Consolidated High School District of Barrington, Ill., where he was the high school principal, in codifying their policies. A planned record of what was done in developing the policy manual was kept during a period of more than two years while the work was in progress. Administrators and board members in other school districts may find some interest in what

was done there and what the record reveals.

The community of Barrington is one of the smaller Chicago suburbs. In recent years it has experienced rapid growth of the school population with attendant requirements for new school construction and an advancing tax rate. The superintendent and school board have found the community willing to meet these demands. The general school and community situation in which the codification project was carried on was therefore one where there was constant need for expanding school services, but this was in no respect a "problem" school district.

The Preliminary Study

The work of policy codification in this case began with study of the published reports of efforts of others, giving particular attention to the place of written policies in established theory of public school administration. This study was done by the writer, but his findings were summarized for all the administrative employees and read and discussed by them. This preliminary work may have contributed to the fact that no serious difference of opinion or understanding developed among the administrative staff in the course of codification. A wide difference was found in the different ways in which the term "policy" has been applied by others, so the administrative group and later the board agreed that when they spoke of a policy manual they would mean an organized written statement by a local board of education expressing purposes and principles, establishing positions, functions, and relationships of school district personnel, and providing guides for the actions of the administrative staff and other employees. Early agreement was reached that developing a written statement of policy is a task different from developing a new policy to resolve a crisis or meet a newly arisen situation.

It was found that the experience of others indicated there were five principal ways in which policy manuals can be an asset to a school district.

1. They may improve the functioning of the board of education itself.
2. They may improve the work of the school administration.

3. They may improve the effectiveness of other employees.

4. They may improve public understanding and support of schools.

5. They may help provide for more satisfactory relationships between board and administrative personnel, board and other employees, and board and the public, as well as between administrators and the public, between employees, and even between teachers and pupils.

The Barrington planning was focused on these expected benefits of written policies. They imply rather broad participation in the development of the policy manual, for such broad purposes cannot be achieved by the occult workings of a written document. To the extent that they are to be achieved they are most likely to be reached through accumulated experiences in formulating the written policies and in later interaction of persons who are aware of the policies.

Local Policy Questionnaire

The actual work of codification began with the development and administration of a questionnaire dealing with the local policies. This questionnaire was developed by a teacher committee including the writer and was administered first to board members. Then, with the board's permission, it was given to all teaching and nonteaching employees. It called for responses to two sets of questions about the local situation in each of 18 major policy areas. Each person was asked to check the appropriate response about present status and need for written policies in each area. The following excerpt from the questionnaire indicates how this was done.

A. Present status

- (1) Although they are not written, I am familiar with policies of the board of education in this area and they are satisfactory.
- (2) I am familiar with the policies of the board of education in this area, but I think they need study.
- (3) I am unfamiliar with board policies in this area.

B. Need for written policy

- (1) I believe our board of education should have written policies in this area.

¹Barnard, Henry, "Digest of Rules and Regulations of Public Schools in Cities," *Barnard's Journal of Education*, Vol. XIX, 1870, pp. 417-464.

²Melby, Ernest O., "A Check List for the Preparation of Rules, Regulations, and Written Instructions," *AMERICAN SCHOOL BOARD JOURNAL*, Apr., 1927, pp. 41-42.

- (2) I do not believe written policies in this area are important.
- (3) I do not believe our board of education should adopt written policies in this area.

When replies to the questionnaire were summarized, they indicated that not even board members were sure what the local policies were in all areas, and that the board members were as willing as others to study and modify their policies. There was pronounced agreement that written policies would be helpful in all 18 areas, although some were shown to be of more interest than others. Estimates of the importance of policies to govern various areas and the knowledge of prevailing unwritten policies varied widely from group to group and from individual to individual.

The writer then began a search of the board's minutes and other documentary materials, such as administrative bulletins and faculty workshop reports. The results of the questionnaire and the historical material were discussed with the board. Board members made many valuable suggestions at this stage. Some of their suggestions dealt with ways of organizing policy material, some with matters to include. It was decided that the policy manual need not be complete and perfect to be adopted, that it should be revised from time to time and should be in a form encouraging use, study, and revision. The organization decided upon was one to include seven major articles: the school board, administrative and executive services, employees, pupils, financial procedures, school-community relations, and miscellaneous. The miscellaneous category was proposed less to include policies difficult to group under other headings than to provide an open end for the manual—to indicate that the manual could grow, and that items could be added without finding a convenient place for them within the existing format.

Administrative Services

The first area for which policies were codified was that of administrative services. Three three-hour discussion sessions of those persons with administrative responsibilities were required. The first session was exploratory; the other two sessions were given to working over and revising tentative drafts prepared by the principal. The board of education received the completed draft with the superintendent's recommendation for adoption. They gave it discussion, made a few changes aimed at clarification, and approved it. This material became Article II of the policy manual.

The writer was instructed to work with a committee of two board members to draw up Article I, the portion of the manual to deal with board organization and procedures. This proved to be the easiest portion to write because of the wealth of reference material available.

Again the board received it with the superintendent's recommendation, discussed it, and approved it.

Article III, dealing with personnel policies, and Article IV, dealing with pupils, were developed with faculty committees made up of teachers who volunteered at a regular faculty meeting. Both faculty committees worked conscientiously, and although the materials they produced were edited to bring them into form similar to the first two articles, the board made few changes in their content.

Article V, dealing with financial procedures, was developed by the writer with the business staff. Article VI, dealing with community relations, was drafted by the writer and the superintendent. Article VII, which included miscellaneous provisions, was prepared by the writer utilizing experience from participation on the first six articles. All materials written were seen by all interested school personnel, reviewed and recommended to the board by the superintendent. Materials were carefully checked against the School Code of Illinois and were mailed to the school board attorney for his review. Few points of legal difficulty were encountered, perhaps because the emphasis was placed on goals of the school district rather than on detailed procedures. They were discussed, modified, and adopted by the board of education. Materials were completed in May and the policy manual was finally adopted by the board at its July meeting. One year was consumed in preliminary work and a second full school year in group work. However, only a total of six hours of school board meeting time was needed for the entire codification project. This indicates that, if a board of education is willing to have its superintendent assign a qualified subordinate to the job, a policy manual can be developed without overburdening the board itself. In most districts it is probably unrealistic to expect the superintendent himself to carry out this task and do all the individual and group work it entails while discharging his multitude of other duties.

Existing "Policy Manuals"

Space does not permit going into detail as to records kept while policies were being codified. Some of the most interesting activities observed were those of employees who developed "policy manuals" of their own during this same period. Three of these emerged during this time. One was "Policy and Practices of the Agriculture Department," another was "Policy and Practices of the Guidance Department," and the third was "Manual for Treasurer of Class or Club." All of these were useful working manuals with policy as well as merely informational content, and all were well within the areas delegated by the board to its professional employees. They can easily be changed with the superintendent's approval whenever departmental

experience and study indicate such change is wise.

The Barrington experience in board policy codification indicates some strengths in the method used which can be recommended to others. Among these are the following:

1. Definite designation of a member of the school administration to direct and co-ordinate policy codification was important. One of the chief reasons policy manuals are relatively few is likely to be that the situation in which they must be developed makes exacting demands in timing and co-ordination. Where superintendent and school board are almost certain to face many distractions in the course of the period of time needed for such an extensive task, the advantages of delegating to a trained subordinate the preliminary detail, definite planning, and co-ordinating efforts are so obvious as to make definite delegation imperative.

2. The preliminary survey of opinions of board members, teachers, and nonteaching employees was helpful. The preliminary survey which helped provide organizational information required at least some contemplation of policy making by nearly all of those centrally involved. There is a real need for a convenient way to pick up direction for the policy codification early in the process. This proved to be a useful and democratic way to proceed.

3. The provision of opportunities for board members, school administrators, and teachers to participate in the codification process was valuable. Continued efforts were made to secure participation of the board and all those employed by the school. All board members and administrators participated to a marked extent; all teachers participated to some extent. About half of the teachers participated more extensively on a voluntary basis. Nonteaching employees participated to a limited extent. There was no discord. Nearly all contributions made by participants seemed to be helpful.

4. The order in which policy areas were attacked, with policies concerning administrative services and school board being settled and tentative copies distributed before work began in other areas, was a strength of the procedure used. The order in which policies were developed allowed the administrative group to crystallize its own relationships first. This permitted them to work with the board in establishing policies to guide that body with greater security. The adoption of the first two articles of the policy manual provided an example for later work and created greater security for employee groups when they worked in other policy areas.

Those who participated in the writing of the Barrington policy manual would be the first to acknowledge that neither the manual they developed nor the procedure used is perfect. They would agree that writing policies might be more difficult in a larger school system or one with more policy conflict. However, in such districts the work might be more rewarding. Their experience is reported in the hope it may stimulate others to provide a firmer basis of written policies for their local schools.

The Future Community and Its Schools

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Communities are constantly undergoing change. The reasons for their founding disappear. The drives for their continuation are altered. The ghost towns of America are sufficient evidence that they do not always go forward. The loyalty to home centers, however, and the insatiable initiative and exploratory characteristics of American people make most communities expand and grow.

The motives that gave origin to many of our communities are distinctly dated. A river's water power, a secluded harbor, distances measured by a day's travel by horse, the lure of nature's bounty or the inevitable conflux of travel groups to gateways into promising interiors furnished sufficient incentive to the founding of communities. Some grew large, others stayed small. Air travelers, looking down upon our nation's vast expanses, find cause to wonder why some communities ever emerged as such. The meeting of two railroads, the four corners of converging highways, a telltale group of oil wells or a river or lake front with a vast hinterland, furnish adequate positive evidence. On the other hand, homes clustered on an open prairie, nestled on a mountainside or bunched loosely on a sandy desert raise issues as to the objectives of the founding group. To be sure, an outstanding leader, or the devotees to the open stretches, or the never content pioneer may have given hope and sustenance, spiritual at least, to these community types.

Food, shelter, clothing are prime factors in community formation. Man's natural gregariousness, his means of transportation, and his assurance of communication are closely allied with these prime elements. Production of goods and the acquisition of the wherewithal to purchase and consume have been potent activating forces. The desire to seek the like-minded in religion or culture and the urge to educate the young

are readily recognizable as community building drives of the past.

The conquest of time, space, and distance has not only changed the community, but it has de-emphasized or side-tracked the motives behind community building and brought confusion to the main urges that gave rise to many cities and towns.

If America could today start anew in city building, how many of our large and medium-sized cities would be built on their present locations? How many would tend to seek more advantageous placement? How many would wish better to regulate their size? What dominant characteristics would they prefer? The relative proximity of the airfield; the protective nature of the hinterland; high lands instead of bottomless marsh or spring-flooded terrain and the sections where lake and mountain contribute to comfortable, happy living are probable choices for location. Satisfactory housing for the many, reasonable travel distance to work centers, population in considerably less than astronomical figures, freedom from slums, retention of nature's advantages, superior school and recreational centers, would be powerful guides in the creation of the new. The American people have changed their outlook. They have been developing an appreciation of what a good modern community can be like. The examples of what the combination of architects, city planners, school planners, builders, writers, and visionaries have accomplished, have stimulated us to be content with none but the best. The making of better communities to fit American ideals holds great promise.

The Future Community

The future community is in the making. To have the old city indulge in perimeter building will not suffice. To replan the core of the old city pulls at the purse

strings and takes interminable time. Starting anew with approved standards of size and character may be a partial answer. At least, many efforts point in that direction.

The old city cannot long continue to thrive with its most competent leadership moving out to the peripheral areas and its old housing turning into congested slums for low economic groups. The congestion of narrow streets, the extensive loss of time to motor-vehicle occupants, the illogical long-distance movement of workers to their wage-earning stations and the fears and dangers of this atomic age are mounting obstacles to continued prosperity and growth of the old large city.

Man has discovered easier means of providing food, shelter, and clothing than in the days of early community formation. Time and distance, that once loomed as barriers to progress, today take on new and less frightening meaning. Power for production need no longer be used at its source but may be delivered hundreds of miles away. Long lanes of concrete clearly surpass parallel steel rails in many services to our people. The jet age promises to make neighbors of all mankind.

Today man can easily transport raw materials to any point of production; the necessary motive power for his machinery is available from a network of endless pipe and wire lines. The millions of cars, trucks, and buses carry man and his goods with ease to any point of vantage. The important elements basic to early community planning have less significance today. Man can produce with ease and in abundance the material necessities and luxuries to satisfy his wants. To accomplish this, he can build his production centers where safety, climatic desirability, and living advantages dictate. Nature's controls over the determination of man's abode have slowly but definitely been losing their potency.

The intangible instruments of community

creation and promotion have, however, not lost their power. Happy home living, meaningful objectives, the drive of successful achievement, and assured continuity of life service in the work of the world underlie man's interest in community building. Future community gains are more and more dependent upon more and more education, more and more strengthening of the intangibles. School and community interests are intertwined. Greater understanding of human nature, fundamental appreciation of man's past achievements, and belief in man's limitless potentials can come from the vast resources of the community school and make for a fundamental contribution to community growth.

The Central Planning Element

In future programs the "cradle to the grave" concept of education can become a reality with the grave moved even more remotely away. The education of the many assuredly will have the emphasis with proper regard, to be sure, for the abilities of the few but with certainly no limiting discrimination for the latter. The schools may well be the central planning element in the future community in which man treasures and attains all the values sought in his struggle for the American way of life.

In emerging new communities, our fellow citizens are showing predilection for areas which nature has bountifully endowed with trees and grass, water and shrubs, places for children to play and gardens for adults to cultivate. Fortunately, America abounds with such favored places. Proximity to sources of food, clothing, and homemaking essentials is stressed; ease of access to medical, dental, and other health agencies makes for group satisfactions. Amusement and recreational resources must be near at hand, and adequate parking must provide the increment in comfort that the use of the automobile promised. The relationship of the breadwinner to his daily work must assure him his proper share of the leisure and rehabilitation advantages accruing in a well-planned community.

Opportunities for intellectual, spiritual, physical, and all-round growth will be an outstanding feature of the future community. Such assurance will be given through well-located areas of ample size for its community schools.

Proper location does not mean geometrically centralized. Ease of access for all groups and provision for parking carry greater weight.

For most planners, the fear of getting too large an acreage would be allayed by a tabulation of land costs for accretions to their overcrowded sites by existing secondary schools, colleges, or universities. The number that had the foresight to buy large enough sites in the first instance is a small percentage, indeed. It's better business to sell off at higher values land bought in excess, if and when no longer needed, than to pay the inevitable cost increments which the school's location gives to adjoining landholders. Professional educational groups tend to define size of site in peculiarly indefensible amounts, thus setting up road barriers to a community's progress. Let the vision of the community

and its leaders determine site size. Bear in mind that our educational needs and possibilities cannot be limited by the vague definitions of this day and time. Secondary education is rapidly expanding. Adult education has only just begun to rise to its many challenges. Recreational opportunities should consider the needs of the many, and the fields of the aesthetic and artistic may be expected to grow significantly.

It is taken for granted that transition from old to new becomes a gradual movement and not an abrupt action, although some communities have been startled out of their lethargy when, within unbelievably brief periods, two hundred, three hundred, or even a thousand new homes have covered the landscape or appallingly extensive large-scale housing has extended its layers of home units skyward. These phenomena of change occur sometimes within the old city but most frequently in peripheral concentric rings embracing the original urban core. The extent to which such surrounding action may occur is difficult to prophesy, and its penetration in depth varies with the skill of real-estate salesmen or the unpredictable fancies of buyers.

School officials are learning through costly experience that anticipatory site purchase provides two forms of relief, one for the mind and one for the purse. They are also arriving at a long past-due decision that school and recreational facilities, jointly planned and administered under a unified management eliminate duplication of overhead and capital, maintenance and operational costs and insures comprehensive service coverage and continuity.

Simplified Administration

The future community will find it advantageous to simplify its administration. The community school may advantageously include in its services, several of the expanding subsidiary educational and recreational functions that now overlap or impinge upon the school's work. America's statesmen, more and more, acknowledge that education, in its broadest scope, is basic to our nation's continued success. Within our communities, movements, weighted with educational values and implications, are continuously emerging. The community school may well become the community's center for strengthening our democratic objectives, developing and pursuing the principles of tolerance, giving learning opportunities where man once man knew not where to tread, and making for community equality and solidarity. Here the maintenance of two ideals will be paramount, namely safeguarding the opportunities for the individual and ensuring long, happy, and constructive lives for the many.

The community school pattern cannot be a foreign importation as it has altogether too frequently been in the past. Imported schools carry the environmental influences of their places of origin. American schools must create their own environment. The environment of a school, its space relationships, its equipment, the location and character of the teacher's desk are, inter alia, parts of the school's curriculum. Someday our research may tell us how the institutional nature of many schools has unwittingly been the cause of emotional

upsets, antagonism to learning, and unfriendly social attitudes.

The school of yesteryear was substantially built. It bulked formidably. This, even its ornateness could not hide. The remodeling of such a structure in adjustment to sounder criteria, dictated by curriculum change and better understanding of emotional and instructional problems, is sometimes skillfully done. The rehabilitation must be more, however, than laying an asphalt floor where the wood is worn threadbare and replacing a lone filament fixture with two rows of fluorescent light sources. The newly converted school must reflect a conversion of spirit and a new-found love for children.

In creating the future school, the responsible parties will do well to raise issues about every line and every dimension. The classrooms of tomorrow's school will certainly not duplicate those of the past. The slowly developed knowledge of how children learn, of how they become good men and women and good citizens, and of how they vary in their instructional needs will be used constructively in the planning processes.

The learning laboratories of the future school are as distinctly different from the classrooms of a few decades ago as the modern Constellations are from the old tri-motored Fords in which many got their first education in air transportation. The school auditorium may well be transformed into a place fitting children's needs and programs. The library will take on new life from the abundant and learning-rich media even now available. The cafeteria will serve beyond the "gorge and go" principle and even assume a more defensible nature. Basketball as the dictator of the indoor physical education spaces may be supplanted by rapidly growing demands for a more significant program for all groups of both sexes. In other words, as the community is changing, so is the school undergoing its transformations. This is not necessarily in its outer design but assuredly in its adjustment to human comfort and adaptability to educational progress.

Changing Standards

Past school building funds have been sunk in conformance with such dubious standards as 36 cubic feet of air per minute per child; 12-foot ceiling heights; one toilet fixture for each 30 girls; an additional acre for each 100 more students; a laboratory for the physical sciences but none for the social sciences—and so on, to a bureaucratic heart's content. Unfortunately, legislation has been enacted including many such figures. In many states, legislated road blocks must be removed before the community school can become a reality. Research and constantly changing values make compulsory numerical figures indefensible in legislation. Take as other illustrations, an official's salary at \$5,000 or a retiring age of 65, embedded in law, in defiance of commonly recognized principles of economics and geriatrics.

The community school must be the creation of the people it is to serve. There is nothing so abhorrent to the American concept of education as the standardization of its schools. The school must fit the community of whose flesh and blood it is

**"The community school, in its corridors, its library . . .
spaces, and its citizens' and parents' conferences
rooms, picture the community's . . . future plans."**

part. It must capitalize on the community's resources, both human and material. It must not be a closed and shut proposition but should provide growth opportunities arising out of a thrilling, inspirational community life. The school and the land will be joined. The least expensive laboratory may be the land. The brook, the wooded area, the meadow, and the swamp have all been used fruitfully for learning.

Each community may be comprised of many small communities, all of which will gain from their own type of school. The home-school, the neighborhood school, the regional school may define the type but certainly not the content. These preferably vary according to service needs. They should be tailored to fit.

Those planning the community school will profitably recognize at an early stage the fallacious thinking that changing curriculum and teaching methods will take care of themselves after the building is ready for use. Planning must assuredly be a democratic process, in which school officials, teachers, and patrons participate. At its best, it is time-consuming, but the dividends come in human satisfactions and dollars wisely spent. Teachers who spend many hours in professional study of changing curriculum and methods of instruction deserve assurance that the plant facilities have been developed to make instructional progress possible. The old setting in teaching facility planned to promote a mere memory type of curriculum will not serve a school faculty well which after many conferences and discussions has decided to adopt a core curriculum or life adjustment program.

Primary grade teachers, trained to guide children into an activity program, would rightfully express great discontent with a classroom of 650 to 700 square feet and developed as a bare room with disregard for the functional subdivisions of such a program. Intermediate grade teachers may, with reason, resent the stupidity of planning if their new classrooms fail to exemplify the environmental character helpful to the guidance and instruction of boys and girls of their age groups. Such dissatisfactions would be normal reactions if the teachers had not been permitted to share in the planning.

Creating the School Building

The creation of a school building may be divided into many steps. For our purposes, division into three major categories may be helpful:

1st Category — Preparation of the Educational Specifications.

This means the preparation of a comprehensive and detailed program of educational and community requirements which outlines

the educational specifications and professional aims of the school system. Thus, the foundation for the second stage is created.

2nd Category — The Development of the Plans and Specifications.

Here are involved all the architectural planning processes, a truly co-operative enterprise of educators, architects and engineers, resulting in final working drawings and a volume of specifications covering materials and workmanship. Thus, the third stage can be advanced.

3rd Category — The Construction of the Building.

The school business officials administer the problems of public letting of building contracts, and a school building is completed in conformity with the educational, architectural, and engineering requirements of the first and second stages. This should be a structure adapted to the purse and the pulse of the community.

Today in the local, state, and national scenes, emphasis upon economy is unusually marked. Such emphasis should always be maintained in the planning of a school. Economies may, however, have two facets, one desirable and the other undesirable. The greatest economies are secured when the plan truly serves educational function and when all the management steps in the school building process are tested in significant minuteness.



It is no economy to cut out a few of the lighting fixtures and to ignore the planning omissions which may result in two, three, or four per cent of "extras" added to the contractual costs. It is no economy not to spend a few hundred dollars in subsoil exploration and then subsequently add thousands of dollars in what might have been avoidable foundation costs. It is no economy to overbuild huge spaces, which experience shows will have subsequently a 6-per-cent pupil-station utilization when administrative adjustment might readily revise traditional school practices. It is no economy to plan to meet the firmly entrenched demands of a school period schedule, when unbiased analysis thereof might produce a workable, though strange, and yet more economical result. Economies do not begin when working drawings are complete and bids are rejected. They have their ramifications through all the planning stages. Many of them come not just from a reduction of instructional space or the sloughing off of a tile wainscot, but come from a readjustment of definition of what a community school is and a refinement of thinking with respect to its use.

Community schools, in their various forms, serve the young, the old, and those in between. They serve the community groups: the producers, the distributors, the human and material service fields, and the professional areas. They stress the opportunity for broad as well as intensive learnings. The school's environment adds joy and inspiration to the learning tasks. The scale needs of the various groups are met. The laboratories of learning recognize that citizens grow as individuals as well as members of groups, and that opportunity for exercising initiative, participating in planning and action, and the privilege of accepting responsibility are essential elements in the growth processes. The school values the inheritances from past human achievements and furnishes the background for their thorough understanding. The school also welcomes and makes provision for the new media of enlightenment and stresses their values for individual as well as mass use.

The school is planned around all phases of human growth and achievement. The social development of youth to take his constructive place in a well-rounded community is planned for. Participation in the drama, the fine arts, and the home arts comes from programs planned for the earliest learning levels through the later reaches of life. Health and physical education are not just given lip service, but wholesome and comprehensive guidance and participation are made realities.

The School Mirrors the Future

The community school, in its corridors, its library and museum spaces, and its citizens' and parents' conference rooms, pictures the community's growth and its future plans. Here the story is told of individual achievement and of group accomplishments, and the inspiration is found for the creation of the best kind of homes, the building of constructive and productive lives and the molding of community and national loyalties that will meet every future test and challenge.

The Persuasive Role of a Board of Education

ROBERT H. SNOW

The first of a two-part discussion of the board's role in achieving good public relations and its role in maintaining a sustained interest in the schools by the community's citizens

Alert boards of education realize that successful operation of the schools requires the development of harmonious and constructive working relationships among many publics. Avenues of communication must be maintained with school staff members, students, parents; with representatives of community organizations, social agencies and business establishments; and with adult citizens at large. The degree of co-operation and support needed by the schools will materialize only if these various publics are well informed about the school system, are sympathetic with its objectives and its practices, and understand the problems which it must solve.

School boards are therefore deeply concerned with the morale of students and staff members, with the ways in which parents react to the school program, and with the general climate of opinion about the schools which exists in the community. They strive to maintain educational services of high quality which will be worthy of public support. They seek to involve citizens in the study of school problems and in various forms of working partnership with the schools. They recognize the value of establishing broad bases of participation in the planning and formulation of policies and program. They sense "public relations" implications in virtually everything a school system does—in the way classes are taught, teachers are paid, insurance contracts are allocated, and telephones are answered. In short, they have

a high degree of sensitivity to the attitudes and reactions of people.

At the same time a board of education is confronted with the necessity of doing many things for which approval is not automatic or universal. It must levy taxes, compel attendance, enforce regulations, control personnel, and introduce changes in existing practice. Consequently, it will encounter certain forms of resistance—objection to expending funds for school support, the hostility of those whose personal interests have not been advanced, and a skeptical view toward innovations.

Under such circumstances it is not surprising to find that boards of education are engaged in positive efforts to shape and condition the climate of opinion in which schools must operate. The fact is generally conceded that the extent of information about schools which people gain, their attitudes toward the schools and their willingness to co-operate with school officials, will be determined to considerable degree by the nature of the total school operation. The views of constituents will be shaped primarily by their experiences with the school system rather than by what they are told about it.

However, boards of education consider it essential that these intrinsic "public relations" effects shall be augmented by symbolic communication. Conscious attention is given to the kinds of messages which are directed toward various publics. Attempts are made to communicate via newspapers, bulletins, brochures, radio and television, and through display, exhibits, demonstrations, speeches, and other media. Reports are issued citing enrollment figures, describing features of program, and listing financial data. Budget proposals are often circulated, sometimes in schematic or pictorial form, giving details on proposed expenditures and anticipated revenues. It is likewise common practice for boards of education to report more extensively through many channels on items of general

interest pertaining to the school system—activities of student groups, new program developments, and new administrative practices.

Selective Factors in School Publicity

Many of the reports which are issued ostensibly for the purpose of acquainting the public with facts about the schools reveal certain persuasive intentions. Boards of education do not publicize school affairs indiscriminately. Items are selected and presented in such fashion as to reflect credit upon the schools, to evoke attitudes of approval, and to bulwark confidence. School authorities are inclined to cite accomplishments of students—for example, the large number of graduates who win scholarship awards—but are unlikely to draw attention to shortcomings, as illustrated by the numbers who fall below national norms on achievement tests. The student who wins a speaking contest has his picture in the paper, but no attention is directed toward the pupil who is expelled for striking a teacher. Reports may cite the splendid record of the custodial staff in keeping the buildings immaculate, but the janitor who appears for work in a state of intoxication mercifully escapes the lime-

Mr. Snow, director of the adult education program in Schenectady, N. Y., is the author of the recently published *Community Adult Education*.

light. The teacher who earns his doctorate will, if school officials can exercise any control over the situation, gain more public attention than the teacher who is arrested for reckless driving.

This tendency toward judicious selection of that which is to be set forth in reports of school affairs pervades many of the media used. In organized displays, exhibits, demonstrations, concerts, and per-

formances of students, the "superior" features of the school system are emphasized to a greater degree than are its "typical" characteristics. Those items which are deliberately exposed to parental and public scrutiny are apt to be those which evoke admiration, respect, confidence, and approval.

School officials are rarely challenged to justify such emphasis in their reports to the public. In a society inured to commercial advertising, we are not inclined to deny any institution the right to "put its best foot forward." It may be argued that publicizing unpleasant situations or events would serve no constructive purpose and create a distorted picture of school operations. The selection process is cited here merely to illustrate the fact that even the "informational" phases of school system communications do contain attitude-shaping elements.

This tendency to emphasize those items which reflect credit to the schools and to neglect those items which might call forth disapproval is largely automatic. A board of education is rarely conscious of the fact that such a practice constitutes a form of opinion conditioning. If individuals or groups outside the school system report unfavorable items or make charges which place the schools in an unfavorable light, it may be considered necessary to issue statements "correcting" or counterbalancing these hostile comments. But in the main the day-to-day efforts of schools to convey information are regarded as simply means of improving understanding of educational affairs. There is little calculated effort to conceal items which discredit. The board of education merely feels no particular obligation to publicize them.

Gaining Acceptance of Altered Ways

More explicit instances of persuasive activity come to light on those occasions when the board of education deems it necessary to institute changes in the program or operations of the schools. Many people are imbued with a deep-seated resistance to change. They cling to familiar ways, have a nostalgic desire to perpetuate practices remembered from youth and a tendency to regard innovations as factors which threaten noble traditions. On the other hand, in attempting to improve school services and gear them to changing circumstances, boards of education often find it desirable to introduce new patterns of operation, to alter or discard traditional practices. A different method of reporting pupil progress may involve elimination of the usual report cards and the substitute scheduling of regular conferences between parent and teacher. A new system of teaching handwriting may result in the elimination of cursive forms. Certain program features may be curtailed, others expanded.

Fairly large numbers of people may be affected by such changes, and frequently the new plan will work out successfully

only if people co-operate in positive ways. More than passive acceptance is required. Those affected must be induced to place a higher valuation upon the new practice, to share the board's conviction that it is superior. Therefore considerable time is devoted to advance interpretation of contemplated changes, explanation of their purposes, and citation of advantages to be gained through altered practice. Meetings are held, bulletins are distributed, newspaper feature articles prepared. If the altered procedure is one of major consequence it may be introduced gradually, over a period of months or even years, to reduce the shock of abrupt transition from old to new.

This, again, is regarded as simply a normal aspect of school administration. In paving the way for what are considered necessary adaptations to meet changing circumstances, a board of education has little consciousness that it is engaging in propaganda. Obviously, those who are directly responsible for the operation of the schools will become aware of the need for change before those whose interests are more remote. Unless the board of education is willing to defer action until, through natural processes, the need becomes abundantly clear to all, a certain amount of "selling" must be done. Unless the advocated reform represents an extreme departure from accepted practice there will be little objection to the board's pressing for its acceptance. In fact school officials are expected to assume responsibility for recommending improvements. The point to bear in mind is that, in essence, the process is one through which the public is led to share a conviction already held by the board of education. This contrasts sharply with the classical concept which presumes that public officials are simply respondents to the will of the people.

Seeking a Favorable Vote

The persuasive role of a board of education comes most sharply into focus during those periods when specific issues must be placed before the electorate. In most districts the annual school budget is subject to approval by the qualified voters, although in some larger urban centers this authority is vested in the legislative body of general government. The issuance of long-term bonds for capital improvement, increases in legal tax limitations, changes in the composition of the board itself, and certain other matters must be approved by the voters of the school district. At such times the board of education may, in a sense, be regarded as a neutral party endeavoring to ascertain voter opinion on matters related to school affairs. However, the actual disposition of interests is often markedly different from this. School authorities strongly favor a particular outcome. They *want* the budget to be approved; they *want* the bond referendum to receive majority support.

Despite this sense of urgency, boards of education tend to recognize certain limitations upon their freedom to campaign vigorously for voter support. Questions arise concerning the extent to which an agency of government, responsible for implementing the will of the people, may with propriety attempt to influence public opinion. When there are sharp differences of opinion within the community, opposition groups may charge that political activity on the part of the board is unwarranted. As trustees of public funds, are boards of education entitled to use those funds in advocating support for particular measures? Is a board entitled to exploit its strategic position and utilize the personnel and facilities of the school for persuasive purposes? Should school buildings be used for rallies to whip up enthusiasm for board-approved measures? Should students be indoctrinated and asked to carry persuasive messages to their parents? Should staff members be freed from their regular duties in order to produce promotional materials, give speeches, and assist citizen groups who are willing to work co-operatively in support of board proposals? May secretarial service and mailing privileges be used for these ends?

Prudence often dictates that the board shall refrain from open and zealous partisanship. Various compromises are effected. Public statements of the board of education are usually restricted to fairly dignified "explanations" of the issues involved. Feature articles in support of the board's position may appear in the newspapers, or public service radio and television time may be used. We have yet to encounter a board of education audacious enough to expend public funds for the purchase of advertising space or television time to promote its point of view. Simple brochures of an "informative" nature may be distributed, but boards are reluctant to assume responsibility for issuing elaborate and highly partisan promotional materials.

Frequently the board of education will take steps to cultivate the support of special community groups which are favorably disposed toward the board's position — parent-teacher associations, "citizens' committees," alumni bodies, and civic organizations. Members of these groups will then carry out the more forceful and obvious phases of the persuasive program. They raise funds, produce and distribute campaign materials, organize rallies, ring doorbells, and perform other tasks of active partisanship. This recourse enables the board to multiply its own resources and at the same time to remain in an inconspicuous position as it works for a favorable outcome. However, the more subtle approach is not necessarily less time and energy consuming. Considerable effort on the part of school authorities is required to sustain these co-operative relationships.

(The second part of Mr. Snow's article, which will appear in the April issue, will consider educational leadership and propaganda.)

Planning the Cafeteria



An open, cheerful high school cafeteria that helps to make the noon-hour an enjoyable period in the student's days

FLOYD G. HOEK

Secretary-Business Manager, Board of Education
Asbury Park, N. J.

Public education is realizing more and more the need for adequate functional and attractive facilities for the noonday lunch. The modern school plant should provide a room of "distinction" as to colorful and restful surroundings which tend to induce good eating habits.

In the planning of an entirely new cafeteria unit, considerable thought and time should be given to lay out the details of a cafeteria to make it an efficient part of a new schoolhouse. When one is compelled by necessity to utilize available room space in an old building, it is often done in the spirit of "putting up with what we have."

The Counter

First, study the floor area and accessibility for students and cafeteria employees

to the placing of the counter. Examination of other school cafeteria facilities should be made with the view of utilizing the best available. In revamping an old plan by removing the center section of the counter across the room, and using tables and chairs in place of old tables and stools, it was possible to seat 70 to 80 more students.

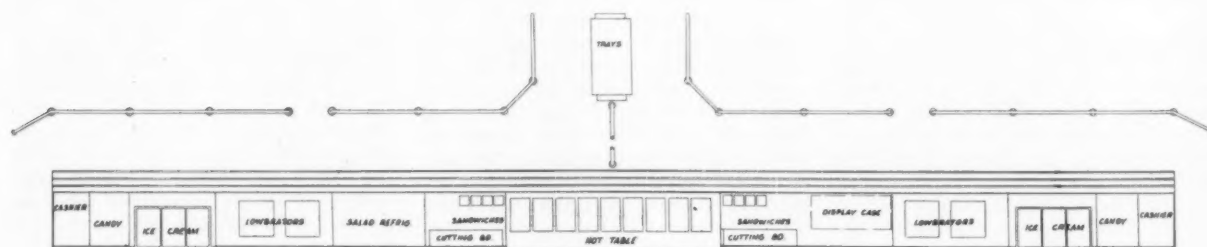
Request a few well-qualified representatives from good manufacturing companies to make a complete layout as they see it. After this has been done, go over each one carefully with each representative, keeping in mind not only cost, but functional use. If the services of an architect are available, so much the better.

Keep labor costs down. No matter what facilities are available, it is wise to plan the layout of the cafeteria with an eye to cutting labor costs to the minimum. Labor

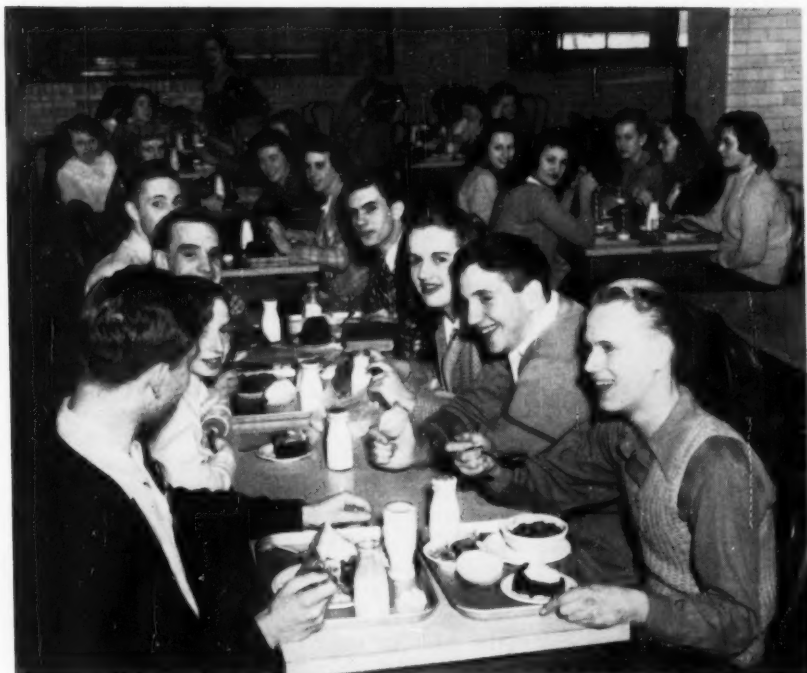
is an important factor in cafeteria operation costs. Plan the cafeteria layout so that self-service is possible, setting up the serving counters so that only the hot dishes need to be served. Place salads, special sandwiches, pastries, puddings, candy, etc., on the counter; the milk in a self-service lowerator and the ice cream products in a "self-help" deep freezer. A milk lowerator will pay for itself within a short time, through the saving of labor, less handling of containers, better sanitation, constant temperature of the milk, and less time consumed by the passing student.

Ice cream deep freezers should be the type where the lids can be completely removed. The unit should be accessible to the purchaser in front, as well as the worker in the rear.

Plan at least one refrigerator in the counter, easily accessible to the kitchen area where special sandwiches and salads are made. Provide only the basic counter equipment. "Fads and frills" do not have any place in functional equipment. Stainless steel of proper gauge should be used as much as possible, as it is easy to keep clean and is always attractive and wears forever. The corners of drawers should be



A layout of a high school cafeteria planned for functional use, ease and economy of food service



The school cafeteria houses the one period that high school students never cut and to which they are never tardy—the lunch period.

rounded inside, so that no "corners" exist to collect dirt, and make for cleanliness. It would be wise to have the counter on legs, at least six inches above the floor, for sanitary reasons.

The hot table should have a protector case extending its full length. All display shelves should be furnished with plate glass sneeze guards.

The Kitchens

Study the area for the proposed kitchens as to (1) accessibility for delivery service of foods; (2) disposal of waste; (3) general kitchen setup, such as the location of the ranges, refrigerators, worktables, ovens, dishwashing machine, bakery oven, sinks, and other desired essentials; (4) relation to service counters; and (5) relation to tables for the return of soiled dishes and trays by students. Plan the kitchen to save steps and to enable the cooks to work with ease. Soiled dishes should be returned as near to the dishwasher as possible. If "return tables" are to be used, place them so as to save time and long hauls by dish carts. If the dishes can be returned by the students direct to the dishwasher area, labor costs and additional equipment will be saved. The use of dish trucks, placed at proper places in the room in place of "return tables" proves much more satisfactory, sanitary and efficient, and enhances the appearance of the whole setup.

Plan the organization of the cafeteria for practical functional operation by centralizing the equipment. Do not place milk bars,

ice cream freezers, candy counters in all parts of the room. Centralize the equipment for efficient service and low labor costs.

Many have found it practical to have a dual system of service for a large cafeteria. The plan attached shows a layout which was the result of much study of various school cafeteria equipment, professional, and manufacturers' help. Divide the cafeteria counter in two, and have identical equipment for each side. The serving counters for hot foods should be in the center, followed by the display areas salads, pastry, puddings, milk lowerators, ice cream, candy, and other products. At the end, the cashier completes the setup.

As noted on the drawing, students enter the center section where trays and cutlery are placed for their hot foods, whereas those desiring sandwiches and cold foods enter the other two openings. This speeds up service and cuts down crowded lines at the entrance, where hot foods are served. Students should be placed at these entrances for cold food, permitting only entrance by students, and not exits.

Color Scheme

A pleasing painting scheme should be used in cafeterias. Good interior decoration not only lends dignity to the room, but has an effect upon emotions which naturally aids digestion, and it simplifies the disciplinary problems. The ceiling should certainly be sound-conditioned. Those who have experienced the before and after ef-

fects of acoustical tile and quiet floors, can attest to the wonderful effect on the nerves.

Coverings on the floor behind the service counters and in the kitchen, should be of a material that will stand hard wear, be easy to clean, and present a good appearance. Cement floors have a bad effect upon feet and legs. The area behind the counter can be of the same rubber tile material as the whole floor plan. It is serviceable, not only from the point of wear and ease on the feet, but cleanliness as well. Terrazzo floors are serviceable in the kitchen.

Good Lighting Desired

The school cafeteria should not be just a room in which to eat lunch, but a place where students can meet over a lunch table in quiet and dignity for a short time. The lighting should contribute to good seeing conditions and to a satisfactory aesthetic and emotional situation.

Some commercial cafeterias furnish music as a means of attracting diners. The introduction of music in school cafeterias is debatable, first, because of the cost involved, and, second, because present-day popular music makes possible boisterous conduct and causes students to hurry their meals.

Teachers are glad to have a few minutes to relax at midday, and the cafeteria affords such a period of quiet relaxation over a lunch and a cup of coffee. This privacy is almost "what the doctor ordered," and wherever possible, provisions should be made for such a separate dining room.

The school cafeteria should be planned by those experienced in cafeteria management and planning, with an eye for its functional use, ease, and economy of operation, an atmosphere of dignity and culture, and real service to those patronizing it.

SUPERINTENDENTS' NEWS

★ BEN KIETZMAN, for some years superintendent of schools at Canton, Ill., has notified the board of education that he will not accept a re-election at the close of his present contract.

★ DR. GEORGE A. MCCORMICK has been elected superintendent of schools at Norristown, Pa., to succeed Ellwood A. Geiger, retired. Dr. McCormick was superintendent at Pottstown for five years, and for 14 years headed the schools of Beaver, Pa.

★ SUPT. A. A. RATHER, of Ionia, Mich., has announced that he will not be a candidate for renewal of his contract, which expires June 30, 1956. Supt. Rather is completing 39 years of educational service in Ionia. During his long period of service, the enrollment has doubled, the entire system of school buildings has been rebuilt, with the exception of one small school. He was a former teacher and had served as visiting professor at Central Michigan College.

★ DR. BENJAMIN C. WILLIS, superintendent of schools in Chicago, has been elected chairman of the National Committee for Education in Family Finance. He succeeds Dr. Herold C. Hunt, who has resigned. Dr. Hunt will remain a member of the committee.

★ WILLIAM ROBERT GAINES has succeeded George C. Rogers as superintendent of schools at Charleston, S. C.

★ SUPT. EARLE O. LIGGITT, of Munhall, Pa., has been elected president of the Pennsylvania Association of District Superintendents for the year 1956. He assumed new duties on January 1.

★ SUPT. THOMAS F. POWERS, of Worcester, Mass., has announced his retirement from the superintendency, to become effective at the close of the school year in June. The city of Worcester is receiving applications from prospective applicants.

THE AMERICAN School Board Journal

An Independent Periodical of School Administration

William C. Bruce, Editor

A CHALLENGE, AND AN OPPORTUNITY

IT MAY be a commonplace to say that the boards of education are the public officials who have the ultimate responsibility for the character and efficiency of the public elementary and secondary schools and the future educational status of Americans as men and women and citizens. Six aspects of the responsibility of the boards of education have been brought home to them by the six questions under which the White House Conference on Education summarized its findings. The questions are widely considered to be challenges — they should be accepted as magnificent opportunities for the development of the schools, especially during the next decade. The Conference asked:

1. *What should the schools accomplish?* The Conference set up 14 points which the schools should continue to emphasize:

1. The fundamental skills of communication — reading, writing, spelling as well as other elements of effective oral and written expression; the arithmetical and mathematical skills, including problem solving. While schools are doing the best job in their history in teaching these skills, continuous improvement is desirable and necessary.
2. Appreciation for our democratic heritage.
3. Civic rights and responsibilities and knowledge of American institutions.
4. Respect and appreciation for human values and for the beliefs of others.
5. Ability to think and evaluate constructively and creatively.
6. Effective work habits and self-discipline.
7. Social competency as a contributing member of his family and community.
8. Ethical behavior based on a sense of moral and spiritual values.
9. Intellectual curiosity and eagerness for lifelong learning.
10. Aesthetic appreciation and self-expression in the arts.
11. Physical and mental health.
12. Wise use of time, including constructive leisure pursuits.
13. Understanding of the physical world and man's relation to it, as represented through knowledge of the sciences.
14. An awareness of our relationships with the world community.

The Conference might well have added that the character of our society, and of our national institutions, will be seriously affected for better or worse to the extent that we develop the individual man and woman as a human being with high ideals and moral stamina, and with regard for the rights and the welfare of his fellow citizens and of the community. The great unsolved problem of American education is still the teaching of moral and spiritual values. At no time in history has a nation survived which has not based its moral life on a solid religious basis.

2. *In what ways can we organize our school systems more efficiently and economically?* More than ever in the past, the states are in need of strong education departments clothed with authority to require, and to assist, the local communities to maintain and constantly improve an adequate educational program. As the Conference pointed out, the state education department must set up the standards of organization and instruction; it must give expert advice and help; it must certify the teaching staff; it must provide research and statistical help, and it must give dynamic leadership.

Research has determined well-defined community size of

administration and attendance numbers which the school board should seek for the school district. Standards for an economic and tax base broad enough to support the program at the elementary and secondary levels have been set up. When a satisfactory setup has been achieved, it is the board's responsibility to provide leadership and community support that will enthuse the teaching staff to do a constantly better job of instruction and to work for a constantly broader curriculum.

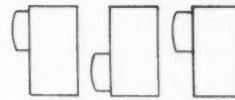
3. *What are our school building needs?* The over-all national and state needs for schoolhousing are well understood. In every community, the board of education must explore its present and future needs and put itself in position to provide every child with functional school facilities in which his total educational needs may be met. This responsibility must be met not merely in 1956; it must be met in such manner that the growing numbers of children in 1957 and in every year thereafter will be similarly accommodated. The continued solution of the problem can be met only if the board fully understands that the educational program will change and grow in the future; that the number and type of facilities and the number of children to be enrolled will change; that the economic problems involved will grow and must be anticipated for the long pull annually, and above all, that the support of the community must be assured. In this enterprise the board needs competent professional advice from its superintendent and teachers, from community and school planners, from architects. If the community has exhausted its abilities by an all-out effort to support the building-needs program — and many communities have — state and federal aid must be given.

4. *How can we get enough good teachers — and keep them?* The standards of the general education and professional training of teachers have been set at a reasonably high level by the states so that certified beginners of integrity and good health and personality may be employed upon recommendation of the professional staff. The problem of the boards of education is to set up local situations which will encourage teachers to enter the profession and to give truly devoted service to the children, to seek professional self-improvement, and to realize the high purpose of the teacher in a democracy. True, the board must provide professionally satisfactory salaries, job security, opportunities for advancement, good supervision, and adequate tools in the form of classrooms, teaching materials, and a growing curriculum. But the board must also inspire the teachers by its own devotion to the job of administering the schools, by seeking constant growth in the program, and by showing its appreciation of the teachers just as clearly as it demands efficient service of them.

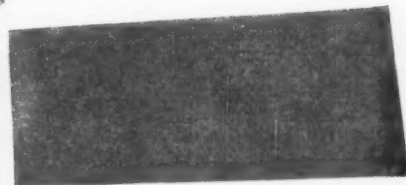
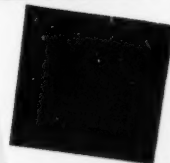
5. *How can we finance our schools — build and operate them?* Local property taxes, supplemented by equalizing state aid derived from income and sales taxes are, and probably always will be, the chief source of local school support. Given a sufficiently large district, it is the responsibility of the board of education to safeguard these primary sources and to keep them at a high level of efficiency through state legislation which will provide sound equalization and administrative procedures, and continuous re-examination of all pertinent factors. Local self-help is still the best assurance of democracy in education, but a fully balanced state program of taxation and support must be insisted upon so that the poorest community — which after all needs the best schools — has decent facilities.

(Concluded on page 86)

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work
so
well
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A CHALLENGE, AND AN OPPORTUNITY

(Concluded from page 84)

6. How can we obtain a continuing interest in education?

It is distinctly the responsibility of the board of education to develop a steady flow of community support of the schools and school enterprises. Spasmodic campaigns for bond issues or tax increases have relatively low values. Good public relations, especially on the part of the individual board member, must be a way of official life. In more than 12,000 school districts, citizens' advisory groups and Parent-Teacher associations have given valuable services and support to the schools. There are still unrealized opportunities for community interest to be derived from newspaper publicity, annual reports, staff publications. In the end, every board member must consider himself a vital means in raising the respect and appreciation of the whole community for the soundness of the school program and for the efficiency. The job must be carried on not merely when skies are serene but also when there are failures and tempests of criticisms, when

parents, taxpayers, and the local press need reassurance that their full support of the schools is warranted. Beyond the local community, state-wide and even national interest in education can be maintained on a continuing basis by the board's full co-operation with the growing state and the national school boards association who are providing such fine leadership.

A further question might be asked at this point. *Who is ultimately in charge of meeting the challenges of the White House Conference?* It is only too true that the responsibility belongs to the local boards of education. Theirs is the primary duty of fully achieving the purposes of the state laws for the education of the children through the establishment and conduct of the public schools. This they must do through the policies they establish; through the executive officer, the supervisors, and the teachers they employ to actually run the schools. Never may the school boards let go of their responsibility to promote ever better educational service to the children and the community. In this way only can the ideal of the American way of life be maintained and raised.

School ADMINISTRATION in Action

WORKSHOP PROGRAMS

The Castle Shannon, Pa., schools are co-operating this year with the special education program of the Allegheny County schools, by acting as host to a class of handicapped children at the secondary level. The class which is made up of children from several communities, is part of an extensive county program.

The board has set up a class in remedial reading and supervision in the schools of the Borough. It is intended as a step in making the whole educational structure more closely integrated.

The public schools, in co-operation with 15 other school districts in the South Hills area, in January, 1956, participated in a one-day workshop for gifted children. It was held at four centers in the area and attracted more than 800 teachers and outstanding educators from Western Pennsylvania. John L. Trevasik, Supervising Principal of Castle Shannon, was in charge of the workshop.

OFFER COURSES

The University of Washington is again offering "jiffy courses" on school bond and school tax campaigns for the benefit of members of boards of education, school administrators, and parent-teacher association executives. Each of the courses is one day in length and affords opportunities for an intensive study of successful promotional methods.

The first course on January 26 was addressed by Dr. E. C. Dingwall, executive director of the Washington State Research Council, by William C. Speidel, Public Relations Consultant, and by John Nordmark, Community Planning Director. The one-day course took up 11 aspects of project and tax campaigns.

ADULT HIGH SCHOOL COURSES

The Los Angeles public schools are conducting high school courses for residents lacking a high school diploma and wishing to acquire one. The courses are conducted in 25 adult evening schools operated throughout the city, and similar courses are offered to those desiring an eighth grade diploma. The only requirement is that the student

must be 18 years of age or over. Credit toward graduation may be allowed for work experience.

The program consists of successful completion of a general educational development test, ten credits in U. S. History, and five credits in U. S. and California government.

MATHEMATICS CURRICULUM

The College Entrance Examination Board of New York City has appointed a Commission on Mathematics to investigate the need for revision of the secondary school mathematics curriculum.

The Commission has been established by the College Board in recognition of a growing divergence between these developments and the type of mathematics taught in secondary schools. The Commission will investigate the need and possibilities for revision of the high school syllabus.

A conference on mathematics, in which high school and college teachers will participate, is planned for the fall of 1956. This group will carry on its work by means of subcommittee investigations of topics that might be added to or deleted from the curriculum.

ORGANIZE SCHOOLS

The public schools of Jasper County, S. C., are at present organized as a unified school district, with three white high school areas, and a superintendent in each area. Each area has a board of school trustees, who are responsible for their particular school. They elect the teachers and provide for the welfare of the school.

The county has a 12-member board, composed of all the trustees. The board meets once a month and transacts the business for the schools of the county.

In addition to the white trustees, each school area appoints Negro representatives to work with the trustees of the particular area. Responsible Negroes have been found helpful in operating the Negro schools.

The Jasper County schools have now become equalized. The trustees have completed adequate school buildings and equipment for the Negro pupils. There is one high school in the county for Negroes and this has been found quite satisfactory.

The county school board acts as the policy-making branch of the school system. It is responsible for the annual budgets, for the building program, and for the general welfare of the schools. The trustees and superintendents of all the schools meet regularly for general conferences and make the plans for each school term.

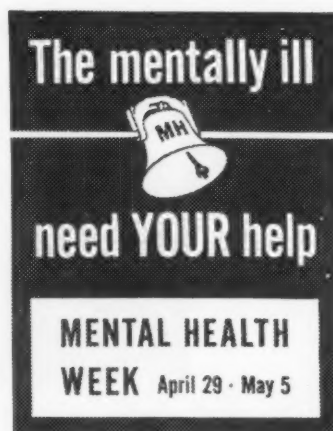
Supt. D. B. Oxner explains that the present system works much better than the old system with four school districts, all independent of each other.

SERVICE AWARDS

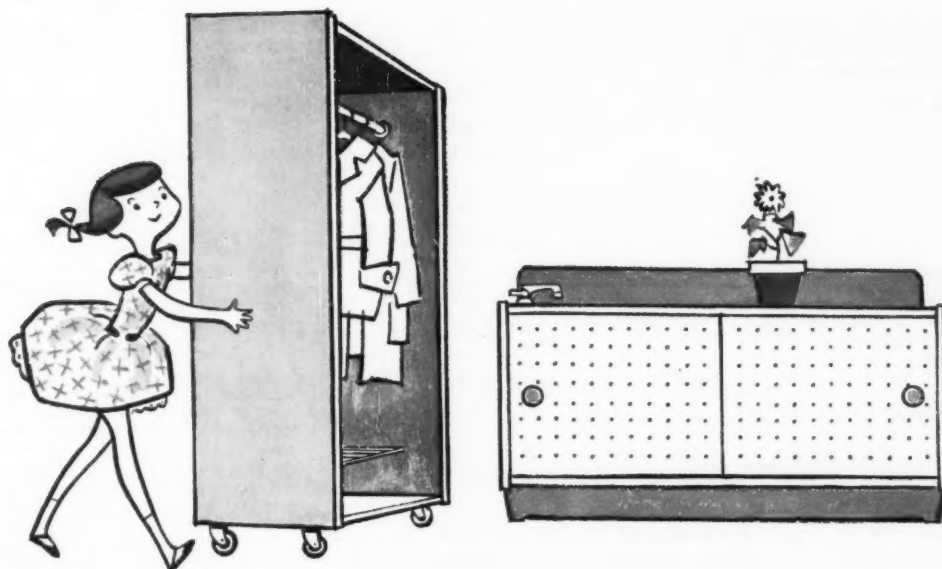
The board of education of Paragould, Ark., annually awards a service pin to teachers who have been employed in the schools for five years or more and who have done outstanding professional work as teachers or supervisors.

The pins are awarded at an annual presentation program to which the community is invited. Supt. Ralph Haizlip reports in his annual report for 1954-55, that 38 teachers were given pins in the spring of 1955. Of these, five teachers received diamond-studded pins for more than 25 years' service.

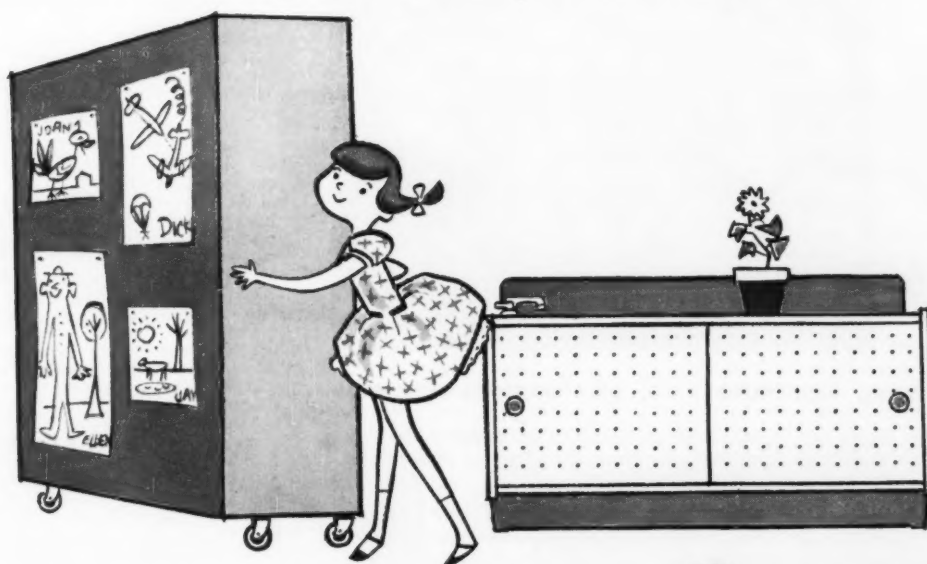
The board of education also awards a certificate to its own members who have completed a term of service and who are leaving the board.



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SCHOOL LAW NEWS

Schools and School Districts

A Virginia constitutional prohibition against an appropriation to any school not under public control means that no money can be lawfully appropriated for the benefit of a school not under public control. Va. constitution § 141. — *Almond v. Day*, 89 Southeastern reporter 2d 851, Va.

School Lands and Funds

The segregation laws of Arkansas providing for the segregation of races in public schools of the state are unconstitutional and void. U.S.C.A. Const. Amend. 14. — *Hoxie School Dist. v. Brewer*, 135 F. Supp. 296, Ark.

Under a mandate of the United States Supreme Court in segregated cases, the state

courts should apply equitable principles in the determination of the precise time in any given jurisdiction when members of the Negro race should be admitted to white schools. — *State ex rel. Hawkins v. Board of Control*, 83 Southern reporter 2d 20, Fla.

School District Organization

On an appeal from an action of a school committee in transferring territory from one district to another, the court is concerned only with whether the committee has acted illegally or has exceeded or abused its power, and while such questions arise upon appeal as on original process, and may call for original investigation, it is not the function of a court to determine the merits of the petition upon appeal or to undertake a trial *de novo* on its merits. — *Joint School Dist. No. 5 of Village of Bear Creek and Town of Deer Creek v. Waupaca, Winnebago and Outagamie County School Committees*, 72 Northwestern reporter 2d 909, Wis.

School District Government

The officers of a school board have only such authority as the board may give them, and can take no action in the name of the board unless it has, in a legal meeting, empowered them so to do. — *School Dist. of Soldier Tp., Crawford County v. Mochler*, 73 Northwestern reporter, 2d 43, Iowa.

Where it clearly appears that the board of school directors is guilty not merely of an error of judgment but of a misapplication of the law, or a clear abuse of discretion, or arbitrary and capricious action of any kind resulting in an unlawful expenditure of public funds, the court may and should intervene for the protection of the public. — *McKinley v. School Dist. of Luzerne Tp.*, 118 Atlantic reporter, 2d 137, Pa.

School District Property

That the acquisition of a part of a site necessary for a new school and the construction of such school had been joined in a single proposition, so that the voters did not have an opportunity to vote "yes" or "no" on each component part of the proposition, did not invalidate the election at which the proposition was carried. — *Application of Kuhn*, 145 N.Y.S. 2d 879, N.Y. Sup.

The permission granted an organization by a rural school board to use the school auditorium for a meeting included the use of the stage constituting part of the same room, in the absence of evidence that it was excluded from the permission, so that the board was liable for injuries sustained by one walking on the stage to play a violin at such a meeting when a trap door in the stage floor gave way. — *Webb v. Board of Education of Deruyter Central Rural School*, 146 N.Y.S., 2d 67, N.Y. App. Div.

Teachers

Where the plaintiff's only certificates were for years previous to the year in question, she was not a "teacher" within the meaning of the Teachers' Tenure Act, and could therefore not legally be hired as a teacher nor paid for her services therefor, and could be dismissed without a hearing. LSA-RS, 17:413, 17:414, 17:441. — *Smith v. Union Parish School Board*, 83 Southern reporter 2d 131, La.

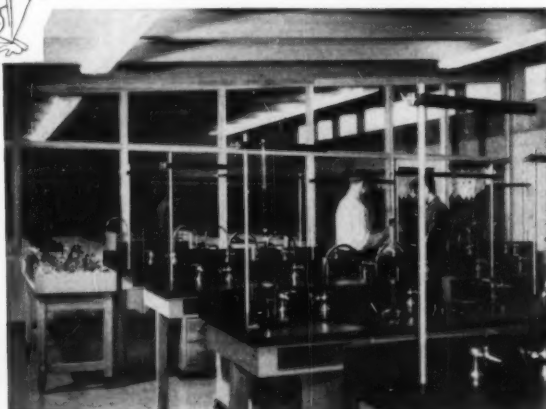
Under the Illinois Teacher Tenure Law, boards of education or school directors retain all of their power, discretionary and otherwise, but the act affords a remedy to any teacher under tenure, who is discharged in bad faith through caprice or arbitrarily, and spells out a procedure to be followed in the event a board of education or school directors determined that a teacher should be discharged. Ill. Rev. Stat. 1953, c. 122, § 24-1 et seq. — *Meredith v. Board of Education of Community Unit School Dist. No. 7*, 130 Northeastern reporter, 2d 5, 7 Ill. App. 2d 477.

Where a teacher in an agricultural department was required to work 12 months a year, but he engaged in outside business, sold seed oats, erected a building for the sale of fertilizer, and informed the board of education that if he could sell 500 tons of fertilizer during the year, he would not teach the following year, but he refused to give the board a definite answer on what he was going to do, the board of education did not abuse its discretion in dismissing the teacher because of his outside activities. Ill. Rev. Stats. 1953, c. 122, §§ 6-1 et seq., 7-14, 7-15, 7-22, 24-1 et seq., 24-3, 24-8. — *Meredith v. Board of Education of Community Unit School Dist. No. 7*, 130 Northeastern reporter 2d 5, 7 Ill. App. 2d 477, Ill.

The New York Children's Court does not have authority to direct the board of education to accept a child in the first grade. — *In re Winters*, 146 N.Y.S. 2d 107, N. Y. Child. Ct.



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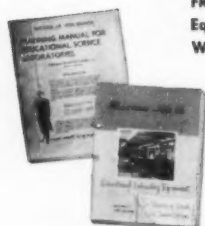
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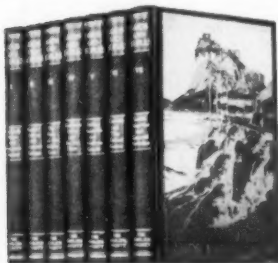
J. A. Campbell, President

5009 S. Center St., Adrian, Michigan

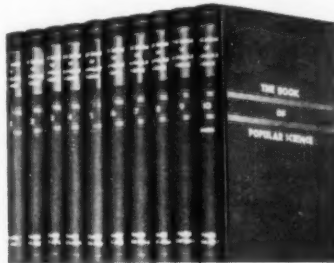
REPRESENTATIVES IN PRINCIPAL CITIES

WHAT IS THE GROLIER SOCIETY?

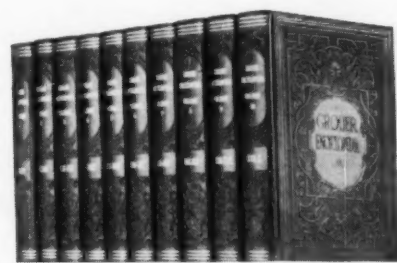
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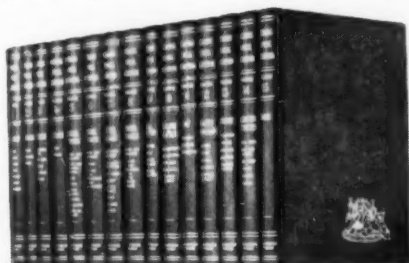
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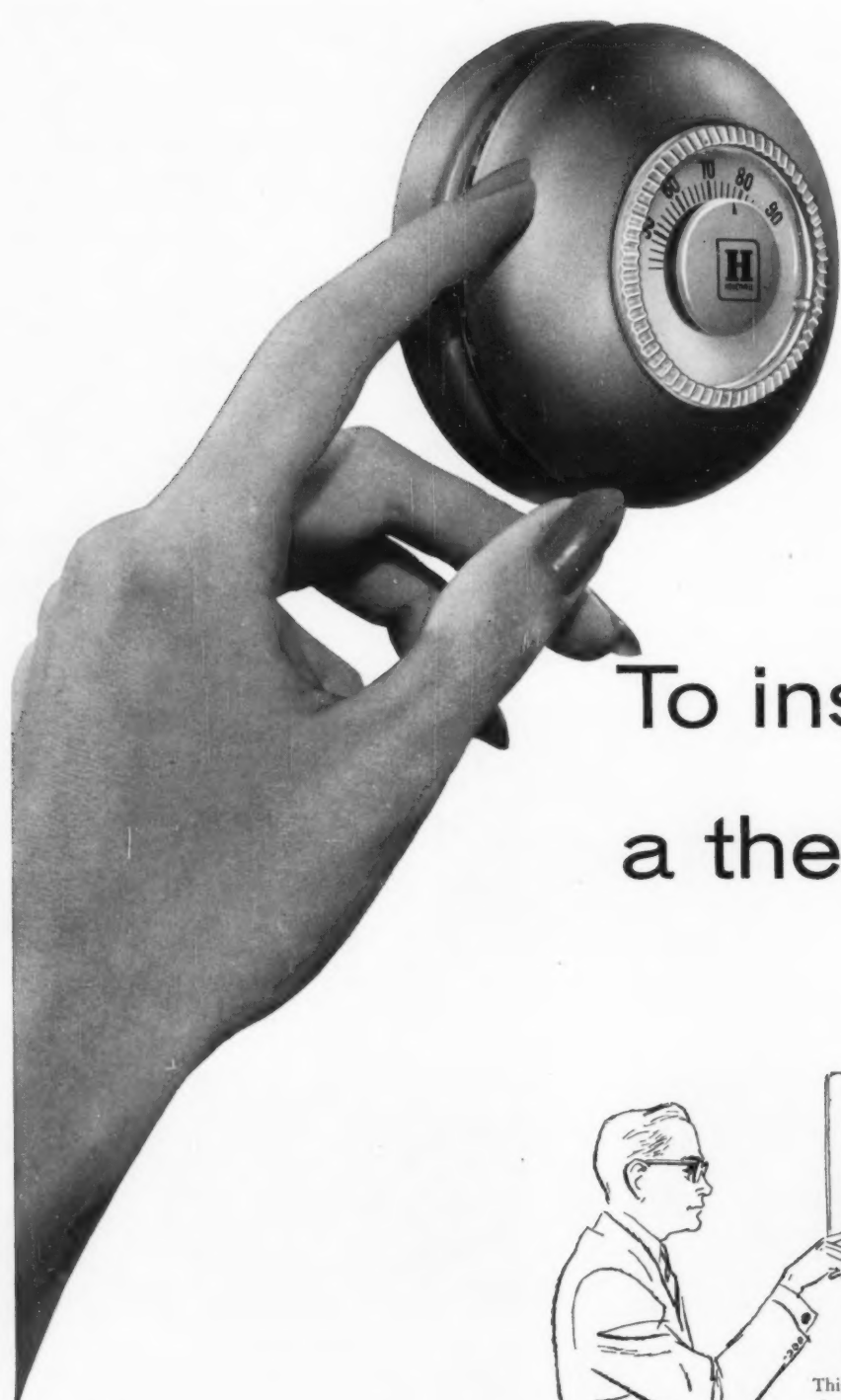


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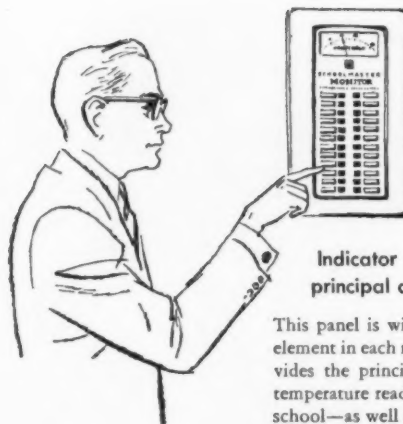
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Indicator panel gives the
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This panel is wired to a special sensing
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Wall thermostat in each room prevents stuffiness that makes students sleepy when blinds are drawn for audio-visual instruction. This results in increased alertness and receptiveness.



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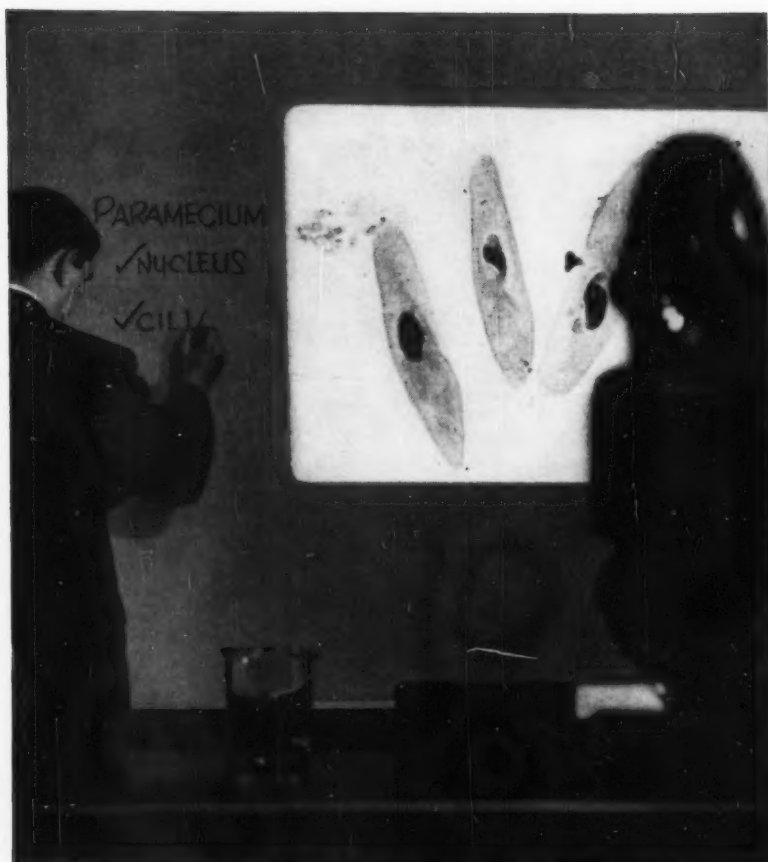
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New "teaching wall" takes chalk, shows movies, holds magnetic teaching aids

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PUBLISH ANNUAL REPORT

The Kalamazoo Gazette, of Kalamazoo, Mich., on November 7, issued a special eight-page supplement containing the annual report of the school board. The report indicates the progress made in meeting the demands of a fast-growing community and offers a brief summary on the city's five-year school building program. The program includes additions to old buildings, new sites for future buildings, and several new buildings now nearing completion.

The board has begun a study of junior and senior high school needs and has given priority to construction of new classrooms in rapidly growing areas so that each child may have a place to go to school. The board is planning the eventual elimination of antiquated school buildings built in the 1890's and their replacement with new and modern buildings.

ADVISORY COMMITTEE CREATED

In the spring of 1955, the public schools of Dist. No. 2, Mt. Pleasant, N. C., created a Citizens Advisory Committee, comprising 22 persons and representing various civic and social groups. The committee serves as a liaison between the community and the district superintendent, William C. Hutchison. The committee has taken up a variety of school problems and has had one or more subcommittees at work continuously studying details of projects for improving the services and the general conditions of the system. At present the committee has under advisement (1) a study of the textbooks used in certain schools. The work is headed up by W. W. Willard, an experienced teacher. (2) A research study of the finances of the district is being made by a committee of which Francis Taylor, a newspaperman and civic leader, is chairman.

At the latest meeting of the general committee, T. Jackson Lowe, director of professional services for the South Carolina Education Association, discussed the work which the committee can and should do, and related some of the work going on in various parts of the South by similar committees.

TV NETWORK

At Pocatello, Idaho, the public schools of the community have joined with the Idaho State Teachers College to provide a closed circuit television program. One teacher standing before the camera at the College can instruct over 300 students in the 11 local public schools.

The educational programs are transmitted over Channel 2 until 2 p.m., on school days.

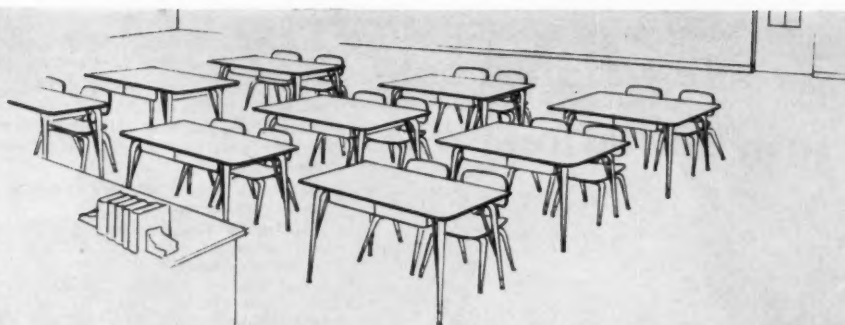
TELEVISION PROGRAMS

The public schools of Bibb County, Ga., regularly follow a schedule of television programs, which are conducted over WMAZ-TV each school day, from 11 to 11:30 a.m. The programs are varied and unique and cover such topics as are covered in the elementary grades and junior high school.

TWIN FALLS PLANS IMPROVEMENTS

The citizens committee of 1955 has recently reported to the board of education of Twin Falls, Idaho, on the proposed program for the expansion, improvement and development necessary to meet the building needs during the next five-year period. The plans call for two new elementary schools to relieve crowded conditions in the grades, a reorganization of the schools on the six-three plan, an addition of eight rooms and cafeteria for the high school, and repairs and improvements at the junior high school.

In addition, \$27,500 will be appropriated for bleachers at the high school. The total cost of the improvements will reach \$1,163,000.



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A Substitute Teacher Handbook Assists in Orientation

LOUIS GRANT BRANDES

Vice-Principal, Encinal High School
Alameda, Calif.

NORMAN F. FROST

Teacher, Encinal High School
Alameda, Calif.

It is known that, on the average, regular teachers will be away from the classroom between 3 and 5 days during the school year. If a school is to operate effectively and efficiently, a competent substitute must be available to "pick up" where the regular teacher "left off."

In recent years many school districts have given special attention to providing better professional articulation between substitutes and the educational programs of their school systems. Accepted procedure is to provide orientation tours and classes, along with orientation materials, to selected personnel that have been placed on an approved substitute teacher list.

Orientation and assignment of substitutes has become an accepted responsibility of the superintendent's office.

Orientation and assignment of substitute teachers by the central office, however, does not relieve the individual school of certain responsibilities. The teachers and administrators of a school must be prepared to make the assigned substitute teacher a member of the working team.

Aware of some of its shortcomings concerning substitute teacher orientation, the staff of Encinal High School of Alameda, Calif., decided to take a further look at its substitute teacher procedures. A "team" was selected to study the problem. As a

means of gathering information, informal interviews were held with substitute teachers assigned to the school. An attempt was made to "know them better" and discover procedures that could make their stay more pleasant. As the result of the interviews, a number of policies at the school level have become effective; others have been "reinforced."

Included among the policies of the school are the following:

1. Regular teachers will be given written instructions for securing a substitute teacher in case of absence.

2. A Teacher Plan Book, with daily lesson plans and general plans and objectives, is to be kept by all teachers for a week in advance.

3. Class Record Books are to include a seating chart and a key to all symbols used in the book. The key to symbols is to be kept in the front of the book, the seating chart is to be kept with each class roll.

4. Class Record Books and Teacher Plan Books, along with a copy of the current principal's bulletin, shall be readily available on the teacher's desk.

5. All school keys shall be tagged with the identity of the teacher and room number. These keys are to be deposited in the teacher's mailbox in the office at the close of the school day.

6. A member of the administrative staff shall be available to meet the substitute teacher, get the teacher started on the school day, see that he is introduced to other members of the faculty, and otherwise make him feel a member of the school "team."

7. A Substitute Teacher Handbook, containing the principal duties and responsibilities, and other useful information, is to be provided to each substitute teacher reporting to the school.

The Substitute Teacher Handbook is an attempt to answer the question: What information should be readily available for the substitute teacher that takes over the duties and responsibilities of a regular teacher on short notice for one or more days? It attempts to combine the results of interviews with regular teacher, substitute teachers, and the administrative staff into a resource of concise, readily available information.

The booklet, arranged with nine cutaway tabbed pages so that any item of content may be readily located, includes pertinent teacher information as follows:

Introduction to the Administrative Staff. A page welcoming the teacher to the school and introducing staff members.

Bell Schedules-Rest Room Locations-Lunchroom Facilities. This page provides information on convening and dismissal time of classes, location of teacher rest room and lounge facilities, and location of teacher lunchroom facilities.

Daily Guide. A list of duties for the substitute teacher to follow is summarized on a single page. Directions are as follows:

1. Register on sign up sheet located near mailboxes in main office.

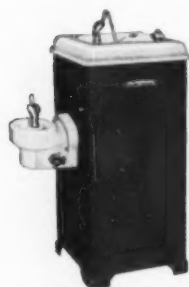
2. Read and initial daily bulletin located to the right of mailboxes.

3. Check teacher's office box for notes, bulletins, and keys. (Name is above box.) The room number is on key tag found in mailbox.

4. Check with principal or vice-principal for information regarding special duties or changes in the schedule.

5. In the classroom locate: lesson plan

(Concluded on page 96)



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SUBSTITUTE TEACHERS' HANDBOOK

(Concluded from page 94)

book, roll book, attendance slips, and teacher-to-teacher passes. (Samples of forms are included in this handbook.) If any of these materials are not readily found, contact secretary in main office via room phone. (Press button after removing receiver.)

6. Check weekly bulletin located in roll book for information regarding the day's agenda. These statements to be read to the advisory class. (NOTE: Information will be designated for advisory attention.)

7. Check fire drill exits; exit plan posted near doors of all rooms.

8. Check this handbook for time schedules, eating facilities, restroom locations, etc.

9. At the end of the day please replace all books and materials.

10. Your comments concerning the day's progress, noted in the lesson plan book, would be greatly appreciated.

11. Close windows, turn out lights, and lock doors when leaving your room at the close of day. Turn out lights and lock door whenever you leave room.

12. Return teacher's keys to teacher's office box in office; checking out time is 3:45 p.m.

13. Should you become ill, or require assistance of any kind during the day, please notify the office via room phone. Immediate arrangements will be made.

Classroom Procedure. A list of items indicating the regular classroom procedure is provided as follows:

Advisory Period: (8:45-8:50) Daily bulletin should be read to class; attendance taken and posted on outside of door.

Attendance Report: Roll is taken at the beginning of each period and absentees recorded in roll book and on yellow attendance slips provided. The attendance slip is posted on the outside of classroom at beginning of each period.

Excuse Notes: Any student returning after an absence must have a yellow attendance pass from the office. These slips are to be signed and, if marked excused, noted in roll book.

Teacher Pass: All students leaving the classroom for any reason during a regular class period must be given a teacher-to-teacher pass.

Lesson Plans: The regular teacher's plans should be followed as closely as possible. Please indicate any variations in the plan book.

Room Telephones: Connects directly with office. Push button, lift receiver.

Fire Drill Procedures: Diagrams for exit routes are posted in classroom near exits.

Procuring Printed Forms: Attendance slips and teacher passes may be procured from the office by a teacher; not by a student.

Daily Supplies: Any paper, pencils, chalk, etc., may be procured at any time during the day on request to a secretary in the main office.

Audio Visual Rooms: Two projection rooms are available, but must be signed for in office. Projectionists are on duty at all times. These are rooms 108 and 109 as shown on the school plan. (The school plan is included in this handbook.)

Special Assistance: If disciplinary or other assistance is needed, call office via phone or send a student messenger with a sealed note.

Accident Report or Equipment Damage Report: Notify the office at once and assistance will be sent. You must fill out an accident report as soon as practicable.

End of Day: Please lock all rooms, desks, and cabinets and turn off the lights. Be certain to return keys to teacher's office box.

Samples of School Forms. Consists of sample forms that are used in the formal daily routine.

Aerial View of the School. An aerial view of our school is included to assist the teacher in becoming familiar with the school plant.

Plan View of Encinal High School. A diagram of the school is provided for the purpose of locating offices, classrooms, and other plant facilities.

Location of District Schools. A diagram of all schools in the district assists in locating our school in the community.

At Encinal High School it is felt that this handbook, along with the policies for working with substitute teachers, will assist in providing substitute teachers with information that will enable them to do a more effective teaching job.

HONOR RETIRING TEACHERS

Nine teachers and one assistant principal in Erie, Pa., were honored on November 6, at a banquet in the Lawrence Hotel upon their retirement. The main speaker at the gathering was Dr. Samuel M. Brownell, U. S. Commissioner of Education.

LAG OF TEACHERS

Los Angeles is using up teacher talent faster than it is being turned out by local teachers' colleges, according to Supt. Claude L. Reeves. He pointed out that five years ago, 90 per cent of the teachers were obtained from California institutions, but today the figure is 75 per cent, and the percentage is going down.

The teacher situation has forced school authorities to recruit actively outside the state and the practice has been satisfactory. Superintendent Reeves urged the dissemination of information relative to school needs through newspapers and other mediums in order to provide a solution to problems of the city school system.

TEACHERS AND ADMINISTRATION

★ Philadelphia, Pa. The board of education has suspended the rules to permit nondegree-holding teachers to teach in all schools to reduce the teacher shortage. The change was opposed by one member who said that it might lower the teaching standards in the high schools.

★ Norton, Kans. The school board has approved a new sick-leave plan for teachers and administrators. Five days of sick leave are allowed each year, with unused leave accumulative up to 25 days. After the accumulated sick leave is used up, an equal number of days at half pay are allowed.

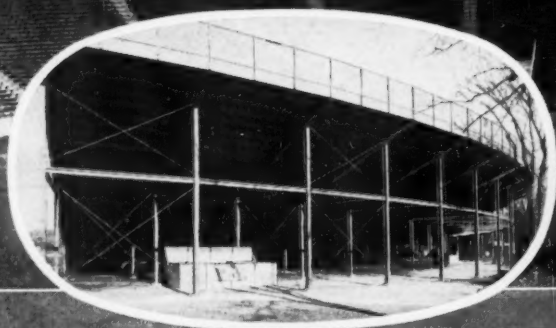
★ Phoenix, Ariz. Teachers of the elementary school district have the privilege of joining any professional organization of their own choosing, under a new ruling of the school board. The statement of policy will be included in a new handbook now in preparation.

★ The Kansas State Board of Education has ordered a one-year extension of provisional teaching certificates in the state. These will go to elementary teachers having a minimum of 60 hours' college work, and to those now holding provisional certificates who stand to gain another eight hours' credit next summer.

★ Clairton, Pa. The school board has revised its sick-leave policy for professional and full-time employees, effective immediately. All full-time employees are given five days' sick leave per year and a maximum of 60 days is set for any employee in any given year. Maternity leave is allowed for all married teachers having tenure.

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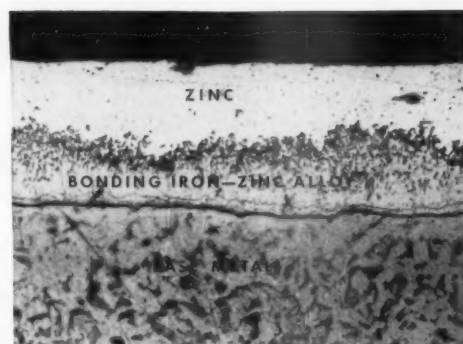
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The Weaker Sex is Losing Out

VYNCE A. HINES

Co-ordinator, Kellogg Leadership Study
Head of Foundations Department
University of Florida
Gainesville, Fla.

HULDA GROBMAN

University of Florida
Gainesville, Fla.

There has been a postwar tendency in school administration to the appointment of men to school principalships in elementary schools as well as high schools. Yet, from an objective point of view, there has been little systematic study of the questions: "What makes a good principal?" and "Who makes a better principal, a man or a woman?" So this school board preference for men rather than women principals seems to indicate that board members think men are, *per se*, better principals, simply because they are men.

Possibly the recent preference for men, as they become available to fill school jobs, is in response to the pressures of school critics who think that school discipline has gone to pot, and that a man can keep youth in line better than a weak woman. School boards may feel that men need the higher paying principalships more than women. It may be that women teachers, like many women in other areas of work, prefer to work for a man rather than a woman. In some cases, appointment of a coach to a principalship may be a face-saving gesture, a promotion upstairs. It is also true that, because of athletic publicity, the coach is better known around the community than any other teacher, and because of this familiarity with the community power figures as well as the general public, he is more likely to be promoted.

Whatever the reasons, we do find men in increasing numbers in the school principalships. In Florida, for example, whereas the woman used to be the rule in elementary schools, we now find a considerable proportion of men, and in high schools, the woman principal is the exception. More than 60 per cent of all principals in some Florida counties are former coaches.

To get down to cases, what makes a good principal, and where do we find these skills? Are they the exclusive prerogative of one sex or another? A University of Florida-Kellogg Leadership Study team has been examining principal behavior with a view to identifying and classifying good

and poor principal behavior and studying principals to determine where such behavior is found. The study team, composed almost entirely of men, reached some surprising conclusions about the relative effectiveness of men versus women principals.

What Is a Good Principal?

There are many ways in which principal behavior can be categorized and judged. Good principal behavior can be arrived at by experts in school administration, people with practical experience in and knowledge of school operations. They can arrive at standards of good principal behavior and then compare actual on-the-job actions of each principal with their established best behavior standards.

Another type of judgment may be the degree to which democracy is practiced in the school. Because our country believes in democracy as a way of life, and the schools are charged with the responsibility of inculcating our children with democratic beliefs, success of school administration may be judged by the degree to which the principal operates democratically. The criteria to judge such *democratic behavior* may be: involving others in decision making, promoting group or individual creativity and productivity, respecting the dignity of individuals or groups, and keeping channels of communication open. The opposite of these, the *authoritarian characteristics* would include: centering decision making in the principal's own hands or with a favored clique, the principal obtaining his own way by threatening the security of others, by blocking communication, and by using people as means rather than ends.

Many persons feel that no administrator, in schools or elsewhere, should operate on a set pattern. Instead, an administrator, to handle each situation intelligently, must handle it individually, or situationally, rather than by rule of thumb. To act non-situationally, or automatically, results in rigidity, traditionalism and stereotype, whereas flexibility is an asset. Thus prin-

cipals may be judged on the extent to which they use situational behavior to meet their daily operating problems.

Another possible standard of judgment of behavior is through personality tests. Some persons may have personality traits which fit them for school administrative jobs better than others.

Who Makes the Grade?

The Florida-Kellogg Leadership team used all these criteria in studying principals on the job. They found that what they considered good operating practice based on experience of school administrators correlated with democratic operating practice, in terms of how an individual meets a given school administrative situation. On this democratic versus authoritarian behavior scale, women principals operated democratically 22 per cent more often than men. In terms of the most effective responses to given administrative practices, women principals again outscored men, this time by 18 per cent. Women principals were found to act situationally more often than men.

As principals go, personality tests do not seem to offer any prediction potential. Principals with democratic personality tendencies do not necessarily become democratic principals, and those with authoritarian personality traits may become either authoritarian or democratic as principals. In using several accepted standard personality measures such as the F Scale¹ and measures of factors GAMIN,² no correlation was found between the personality traits and behavior on the job, except that men were found to be more masculine than women, hardly a startling discovery.

Thus far we have been dealing with educational theory. The layman may say, "So what? How does it relate to what is happening in my school? To such a layman a more understandable procedure for judging a principal's behavior is to see how the parents, the pupils, and the teachers react to the principal and to the school situation. These aspects of principal effectiveness were also considered by the Leadership team. Although they found some men principals rating high in terms of parental approval of the school's learning outcomes, activities, and approval of the principal himself, on the whole, schools with women principals tended to outrank those with men. Even on the questions of discipline, parents approved of women principals more often than of men. In responding to the question "*The discipline in our school is excellent, average, or poor,*" they did give a man principal the top batting average —

¹Developed by Adorno and others, for the well-known study, *The Authoritarian Personality*. This scale was developed to identify people with pronounced totalitarian tendencies.

²The *G* factor identifies pressures for overt activity. The *A* factor measures ascendancy in social situations, as opposed to submissiveness, i.e., leadership qualities. *M* factor identifies masculinity as opposed to femininity of attitudes and interests. *I* factor measures lack of inferiority feeling; self-confidence. *N* measures lack of nervous tenseness and irritability.

(Concluded on page 102)



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WOMEN LOSING OUT?

(Concluded from page 100)

.663. But the next nine places went to women principals, with batting averages ranging from .607 to .586. A man took eleventh place, and then women took over again.

In evaluating principals, consideration was also given to student morale, teacher morale, the frequency with which teachers use desirable practices, and how program development takes place. Comparisons have also been made of pupil achievement in arithmetic, reading, and language. The women elementary principals ran ahead of the men by small to moderate margins in each instance except achievement. Here there was a tie. Good teachers seem to make more of a difference than the sex of the principal or how the principal operates. However, as one person remarked on hearing these results: "Wouldn't you rather have your kid in a school where everybody seems to get along a little better and likes each other a little better, if in the process he is learning just as much subject matter?"

This is not a blanket endorsement² of

²The conclusions in this paper are derived from data in unpublished University of Florida research studies by Morton Alpern, Elbert Van Aken, Lee Gibbons Henderson, Woodrow Sugg, Bruce Wilson, George Goodwin, and Floyd Newman, Jr.

women as principals. Nor is it a statement that all women are better than all coaches or all, or even most, men. It does suggest, though, that superintendents and boards should be careful to examine the specific qualifications of applicants for principalships before they give a man the nod over a promising, experienced woman teacher, particularly in the elementary school system.

SCRANTON EDUCATION PROGRAM

The 35th annual observance of American Education Week in Scranton, Pa., featured elaborate radio and television productions, extensive newspaper coverage, and panel discussions by community leaders to focus the attention of the community upon their schools. Celebrated November 6 through 12, 1955, the week-long program was sponsored by the Scranton branch of the Pennsylvania State Education Association, the Scranton school district, the Scranton City Council of Parents and Teachers, and the local American Legion posts. With a different theme for each day, the program made considerable use of school facilities for such assembly types of programs as the "Visitation days" during which visitors could watch elementary and secondary students during actual classes.

TEEN-AGE CONFIDENCE FUND

The Shenandoah borough schools of Shenandoah, Pa., have put into operation for the first time a Teen-age Confidence Fund. The idea of loans to teen-agers was initiated by J. W. P. Burke, a director in one of the local banks, and plans were worked out

with the co-operation of the bank and the school authorities. The plan began operating in the spring of 1955.

Students from the high school are elected to serve on the fund committee, in this case members of the student council. The committee which functions as a bank board, is supervised by one of the personnel of the local bank. The committee reviews all applications for loans up to \$50 and theirs is the final decision in granting any loan. The bank has set up a special fund of \$1,000, which is being used for this purpose. Loans are payable up to a maximum of 24 weeks. The application for a loan must be signed by the parent but he or she is not responsible for the payment of the loan.

The plan has worked out successfully. The students are for the first time facing the responsibility of repaying borrowed money, and they are becoming familiar with the various details in connection with loans.

SCHOOL BUSINESS OFFICIALS MEET

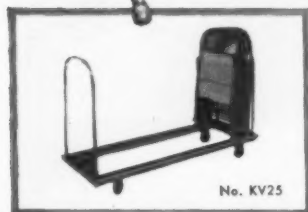
The winter conference of the Colorado Association of School Business Officials, held in Denver, January 19-20, was addressed by Graham R. Miller, Assistant Superintendent of the Denver public schools.

The Conference conducted panels on a variety of topics, including school building planning, federal aid for school building construction, community use of buildings, and school fire insurance. Commissioner of Education H. Grant Vest gave a report on the White House Conference.

The conference elected the following new officers: *president*, Carl E. Zeiger, Aurora; *vice-president*, J. Elmer Nelson, Denver; *treasurer*, Charles E. Dalezal, Englewood; *secretary*, Waldo Olson, Denver.



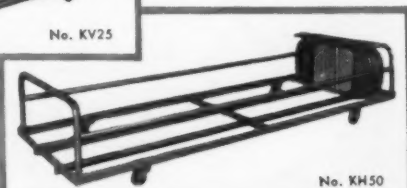
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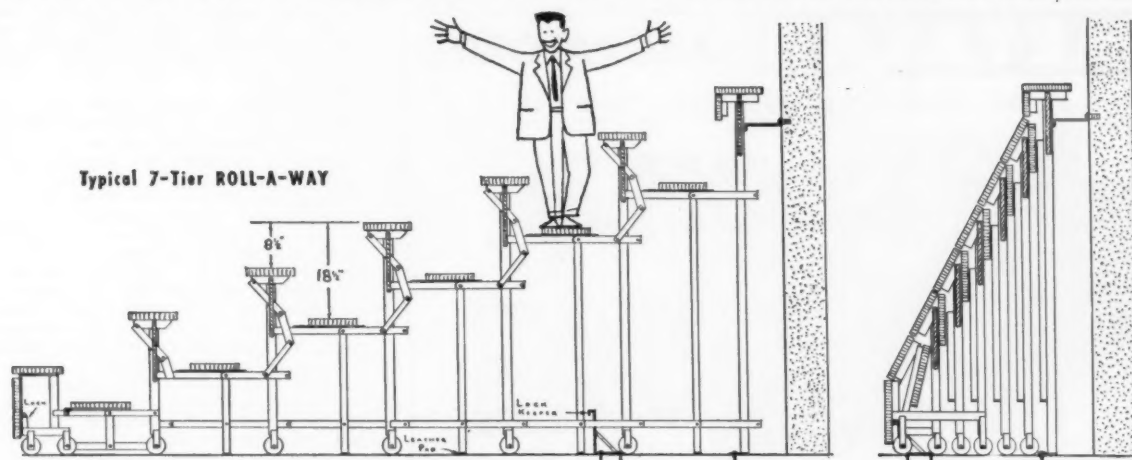
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Company installed them in a most satisfactory manner and we are more than pleased."

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SCHOOL BUILDING NEWS

★The school board of Middletown, Pa., has completed a 12-room addition to the Grand View elementary school, at a cost of \$231,770. The building was financed with a federal grant of \$214,000 and by the proceeds of a bond issue approved by the voters.

★Ionia, Mich. The school board has accepted bids for a new shop building, to cost \$112,720.

★The Cheltenham township school board in Elkins Park, Philadelphia, Pa., has completed the erection of a seven-room addition to the elementary school. The new 20-room Glenside School, under construction, will be

ready for use in September, 1956. A new senior high school, approved by the board, is in the planning stage.

★New Castle, Pa. The board of education has completed an eight-room addition to the present consolidated school, to accommodate first- and second-grade pupils. Plans are in progress for a new junior-senior high school for 950 pupils, to cost an estimated \$2,250,000.

★Monaca, Pa. The school board has dedicated a new fourth ward elementary school, costing \$256,000. The board is now engaged in plans for another similar building of six rooms and an all-purpose room, to cost \$277,000.

★The Bald Eagle joint school district board at Wingate, Pa., has been engaged in the construction of a junior high school, to cost \$1,577,094. The building will be occupied in September, 1956.

★Sharon, Pa. Construction has been started on two 13-room elementary schools, to be completed and occupied in September, 1956. Plans are in progress for another 22-room elementary school.

★Milton, Pa. A new senior high school for the Milton joint school district has been completed, at a cost of \$1,500,000. An elementary school, costing \$400,000, has also been completed. Contracts have been let for an addition to the old high school and for its conversion into a junior high school, at a cost of \$600,000.

★Newport, Pa. A new junior high school, costing \$750,000, has been occupied this year.

★Langley, S. C. A building and renovation program has been carried out in the Langley-Bath-Clearwater schools, under the supervision of John S. Reeves, superintendent of schools. The program included an addition of three classrooms at the high school, two classrooms at the Gloverville elementary school, and a new high school for the Jefferson Negro School. The high school project, the most difficult, included rewiring and relighting, new heating, and complete redecoration of existing facilities.

★Wallingford, Pa. The Nether Providence township school board has approved plans for a new elementary school, on the cluster plan. Twelve regular classrooms are provided in clusters of four rooms each, with an activity space in the center of each cluster. The large section of the building comprises a kindergarten, an art room, a music room, a teachers' room, a cafeteria, a multi-purpose room, and heating facilities. The auditorium consists of a large stage, separated from the cafeteria by soundproof doors. The multi-purpose room is separated from the cafeteria by soundproof doors. The cafeteria has tables and benches which can be folded and stored.

★Ramona, Calif. Plans have been approved for a new four-room addition to the elementary school, to be completed in September, 1956. George Lykos is the architect.

★Construction work has been started on a 12-room elementary school for the York suburban joint school system, York, Pa. Plans are also in progress for a joint junior-senior high school, to accommodate 1550 students, and to be completed in September, 1957.

★Munhall, Pa. The school board has received bids for an eight-classroom elementary school, to include an all-purpose room, a kitchen, a health suite, and administrative offices. Plans are in progress for a new senior high school, to accommodate 1200 students. The building to be located on a 22-acre site, will include departments for science, art, and music, and new vocational shops.

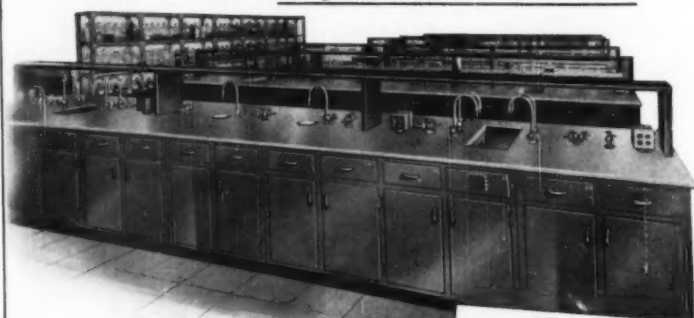
★Schwenksville, Pa. The joint consolidated school board has completed an addition to the elementary school, at a cost of \$380,000. The building includes six classrooms, multi-purpose room, kitchen, faculty room, music rooms, and office for the supervising principal.

★A new school district called the Tri-Valley Joint School District, has been formed in Valley View, Pa. The district has already begun plans for two new elementary schools, each to accommodate 200 pupils. The present Hegins township high school will be enlarged to accommodate 800 junior high pupils. There are 62 professional employees making up the school faculty this year.

★Shippensburg, Pa. The joint area school board has completed an extensive school building program, involving an outlay of \$2,100,000. The program included three 6-room elementary schools and a senior high school for 600 students. The joint board has also completed a survey, which indicates the need for 22 additional classrooms for elementary purposes and a renovation of the present junior high school. Plans are being made to construct the new elementary schools at an early date.

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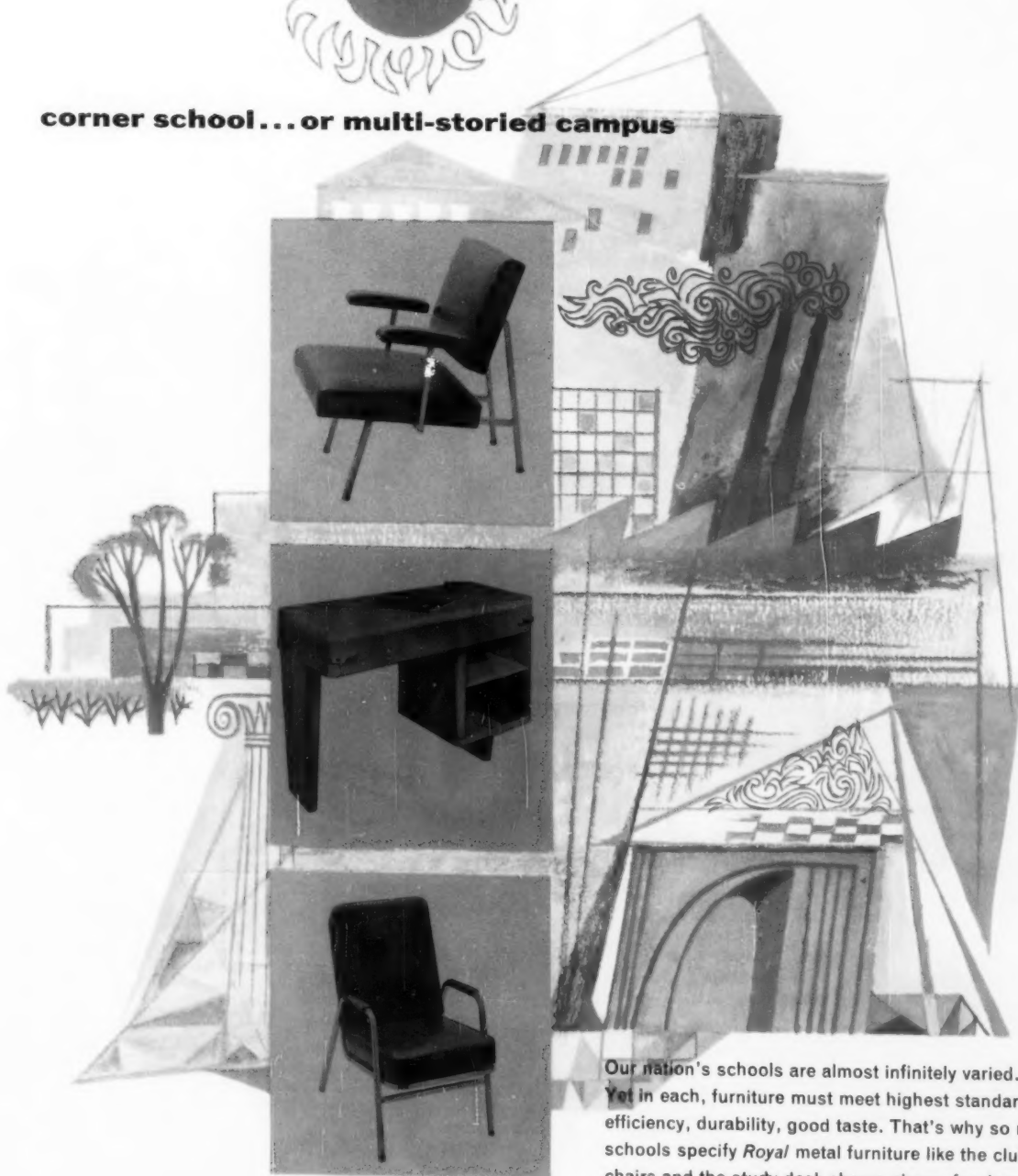
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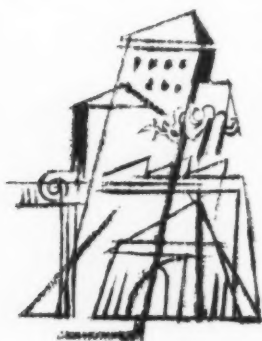
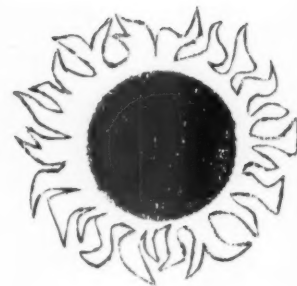
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a



b



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c



d

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TEACHERS' SALARIES

TEACHERS' SALARIES IN CITIES OVER 500,000 POPULATION

A study of the Civic Federation, Chicago, indicates that teachers' salaries in 17 cities over 500,000 population have risen appreciably during the period 1950-55. Salary rates for teachers with an A.B. degree ranged from \$3,020 to \$4,000, and the range of maximum salary rates was from \$4,635 to \$7,050. For M.A. degree teachers the minimum salary rates ranged from \$3,320 to \$4,300. The range of maximum salary rates was from \$5,090 to \$7,350.

The amount of salary increase between 1950 and 1955 for teachers with an A.B. degree ranged from \$600 to \$1,400. The maximum increases ranged from \$800 to \$1,890. The amount of salary increase for teachers with an M.A. degree ranged from \$384 to \$1,400. The maximum increases ranged from \$744 to \$1,890.

The minimum salary rates for the A.B. degree in 1950 ranged from a low of \$2,200 in Pittsburgh and Buffalo, to a high of \$3,044 in Detroit. Chicago's rate was \$2,500 for elementary teachers holding an A.B. degree in 1950 and \$3,750 in 1955. The range of 1955 minimum rates was \$3,200 in New Orleans to \$4,000 in Los Angeles. A \$250 increase granted Chicago teachers in 1956 raised Chicago's entrance rate to \$4,000, which tied with Los Angeles as the highest minimum rate for A.B. degree cities.

The maximum salary rates for 1955 for teachers with an A.B. degree ranged from \$4,635 in New Orleans to \$7,050 in New York. Chicago's maximum for the A.B. degree ranked 5th, but a \$250 increase granted in 1956 raised Chicago to 4th place.

Increases at maximum ranged from \$800 in Baltimore to \$1,890 in Buffalo, and \$1,700 in Chicago. The median increase was \$1,202 in New Orleans, and the average, \$1,283. Percentage increases varied from 16.6 per cent in Milwaukee, to 41.9 in Buffalo.

HEALD COMMISSION ON SALARIES

The Heald Commission of New York State has issued its final report containing its proposals relative to minimum salaries of teachers.

The Commission has recommended a uniform minimum salary of \$3,500 for all school districts of the state, with a differential of \$300 for the fifth year of teacher preparation.

Local districts are to be required to adopt schedules containing at least nine annual increments, to provide a salary of not less than \$4,100 for those with the fifth year of preparation, and a salary of not less than \$5,100 for those with the fifth year of preparation and the tenth year of service. A \$400 limitation is to be placed on the amount of adjustment mandated to any teacher in any one year in placing teachers on the step mandated for their years of service.

Teachers whose present salaries are more than \$400 below the salary mandated for their years of service should receive annual increases of \$400 until they reach the mandated salary. All teachers must receive at least \$3,500 to \$3,800 next year even though this means an increase of more than \$400 for some teachers.

TEACHERS' SALARIES

★Shippensburg, Pa. The board of education has adopted a liberal salary schedule for teachers in 1956. The schedule calls for a starting salary of \$3,000, but in special departments the minimum was set at \$3,600 per

year. The maximum for teachers with a baccalaureate degree is \$5,600, and for teachers holding a master's degree, \$6,200. Salary increments beyond those provided in the state school code are obtainable by any teacher by taking additional professional work at an accredited state college.

★Schuylkill Haven, Pa. The school board is planning to set up a new salary schedule, calling for increases in the minimum and maximum salaries.

★Stoughton, Mass. The 1956 salary schedule has been revised to provide a minimum salary of \$3,000 for a bachelor's degree, and a maximum of \$4,700. The master-degree salary is \$3,200, with a maximum of \$4,900.

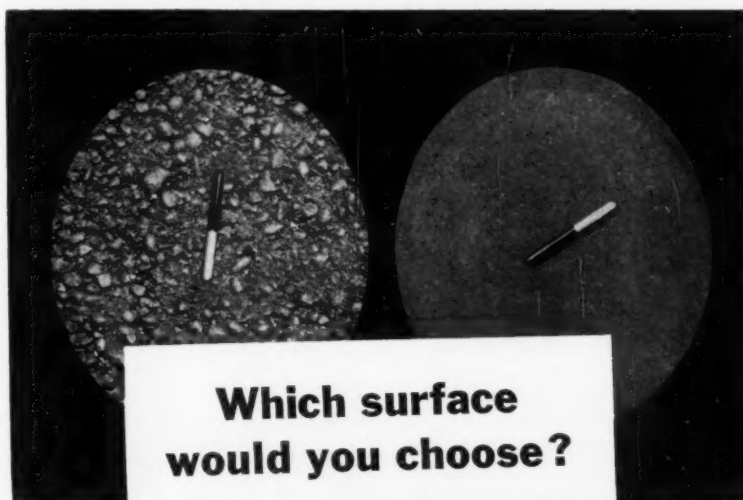
★Wellfleet, Mass. The school committee has approved a new salary schedule, providing a minimum of \$3,600 and a maximum of \$5,800 for bachelor-degree holders. Master-

degree holders receive a minimum of \$3,900 and a maximum of \$6,700.

★South Portland, Me. The school board has approved salary increases for teachers, ranging from \$100 for teachers with degrees, to \$200 for nondegree teachers.

★Hillside, N. J. The school board has revised the salary schedule, calling for increases of \$150 in the minimum salaries, and \$200 to \$500 in the maximum. The new minimums will be \$3,650 for teachers with a bachelor's degree; \$3,850 for those holding a master's degree; and six years' professional training, \$4,050.

★Great Neck, L. I., N. Y. New salary schedules have been adopted for teachers in ten elementary schools and two high schools. Class I teachers receive \$4,100-\$7,400; Class II teachers, those with a master's degree or equivalent, \$4,400-\$8,500.



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NEW BOOKS

School Business Administration

Edited by Henry H. Linn. Cloth, 574 pp., \$7.50. The Ronald Press, New York 10, N. Y.

This welcome book presents in 17 chapters, written by 13 professional educators, the leading aspects of the business administration of city and rural school systems. The editor himself lays a sound foundation for the discussion of special aspects of school business administration, by outlining in the first chapter, the facts and the principles which underlie the business aspects of public school administration.

Subsequent chapters take up office administration, personnel control, school finances and accounting, payroll administration, purchasing and supply management, the insurance of school property and personnel, debt service, school plant operation and maintenance, the planning of school plants, food services in the schools, pupil transportation, and finally and most important, the legal aspects of school business.

Doctor Linn is himself a realist in all aspects of school administration. He has required his coauthors to accept his point of view, and to reflect in their discussions not idealistic hopes and recommendations, but the hard facts of school affairs, and the practices and principles which are currently considered true and effective. Current trends are not overlooked, but the book reflects clear-cut understanding of practices which are likely to be continued, at least in the immediate years to come.

There is throughout the book a nice balance as between originality in anticipating and solving problems, and practical economy—the economy which assures the welfare of children and the true achievement of the educational problems of the schools without waste of funds and available taxes.

The book recognizes the value and need of accepting "standards" in the leading areas of business administration, but both the editor and his co-workers realize the fact that standards are only acceptable so long as they constitute the best practices; they must constantly undergo re-evaluation and modification as new findings and new points of view require.

Thirteen Principles of Economy

In School Plant Planning and Construction. Paper, 47 pp., \$1. National Council on Schoolhouse Construction, Nashville, Tenn.

This study sets up 13 principles to be applied in the planning and construction of elementary and secondary school buildings. The economy spoken of is maximum educational utility at a minimum of long-range cost. The principles presented are briefly: (1) the careful selection of architects, sites, and plans; planning for (2) efficient educational use; (3) overall usefulness; (4) long-range flexibility; (5) expansibility of building and services; (6) exactness in plans and specifications; (7) simplicity in design and construction; (8) compactness of plan; (9) design for multiple use; (10) modular co-ordination; (11) repetitive construction; (12) durability; (13) prefabrication.

The suggestions here made afford an opportunity for an effective look at the plans, etc., in any school building project.

Mouldings and Trim

8 pp. Architectural Woodwork Institute, 332 South Michigan Ave., Chicago 4, Ill.

Includes typical modern special moldings and trim for school and other public buildings.

Homework for Elementary School Children

Paper, 4 pp. Burbank Public Schools, Burbank, Calif.

Suggests a great variety of educational homework to become a vital part of everyday living of elementary school children.

Advance Estimates of Public Elementary and Secondary Schools, 1955-56

December, 1955. Paper, 24 pp. Research Division, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

A summary of the prospective growth of public elementary and secondary schools, including enrollments, building shortages, teacher shortages, revenues, and expenditures. The report indicates that (1) in 1955-56 school year there is an increase of 1,273,000 in enrollments in elementary and secondary schools; (2) there is an increase of 51,000 in the instructional staff; (3) there is an increase of \$630,000,000 in current expenditures; (4) there is an increase of 3.8 per cent in the average salary of the instructional

staff; and (5) there is a relatively static condition in the number of teachers holding emergency or temporary certificates. The shortages in buildings and teachers continue to deprive 850,000 to 900,000 pupils of full-time schooling.

School Safety Patrols

Paper, 3 pp. State Department of Public Instruction, Boise, Idaho.

A bulletin listing the legal phases of the school safety patrols and calling attention to the financial liability school personnel.

The Schools and the Press

Compiled by Neal Gross. Paper, 54 pp., \$2. New England School Development Council, 20 Oxford St., Cambridge 38, Mass.

This report lists the objectives and procedures of school publicity, school and press contacts, similarities and differences in attitudes and opinions, and superintendents' relations with the press.

Progress Report of Reading Study

Prepared by Margaret G. Henderson. Paper, 57 pp., \$1. School Dist. No. 4, Champaign, Ill.

The primary teachers of Champaign began reading study three years ago to evaluate a new teaching method, developed with the Phonetic Keys to Reading Series. A continuous evaluation has been made over the three-year period, and in May, 1955, a comprehensive evaluation was conducted to determine the progress made at the end of the third grade.

The report indicates that in Champaign the children are taught to read without conscious effort and that they are developing the deeper skills—reading for meaning, reading for information, and reading with growing enjoyment.

Long-Range School Building Program, Hanover, N. H.

Paper, 26 pp. Engelhardt, Engelhardt and Leggett, New York 19, N. Y.

This report, based on an intensive study of the educational program, community economics, present plants and sites, prospective population growth, offers two programs for the community to accept: (1) a small new high school, remodeling of present high school for junior high school purposes, remodeling an elementary school, all at a cost of \$666,000; (2) an alternate program of remodeling and enlargement of present plants, to cost \$512,000.

Appraising Public Attitudes Toward Public Schools

By Wallace H. Strevell, Ed.D. Paper, 19 pp., \$1.50. Gulf School Research Development Association, Houston 4, Tex.

A report of a test survey, conducted by the Texas College of Education, under the direction of Dr. Floyd H. Burton. It offers an introduction to methods for conducting periodic surveys and provides a manual of instructions for interviewers.

Here's How: Tested Teaching Techniques

Compiled under the direction of George E. Bryant, Superintendent. Paper, 86 pp. Roslyn Public Schools, Roslyn, N. Y.

A compilation of professional exchanges of teaching techniques, ideas, and practices, as demonstrated in elementary schools, senior high schools, junior high school areas, and in administration by the local principals. One of the devices which has been found of particular value is the administrative council, composed of representatives from each grade level. This small group has been able to conduct discussions much more effectively than the entire staff.

World Survey of Education

A handbook of educational organization and statistics. Cloth, quarto, 943 pp., \$16. Columbia University Press, New York 27, N. Y.

This factual work, compiled mostly in 1953, provides the first survey of the educational systems of the countries comprising UNESCO. Data are all provided by official sources. More than one half of the children of the world are still without formal education—a sad, hard-to-believe fact.

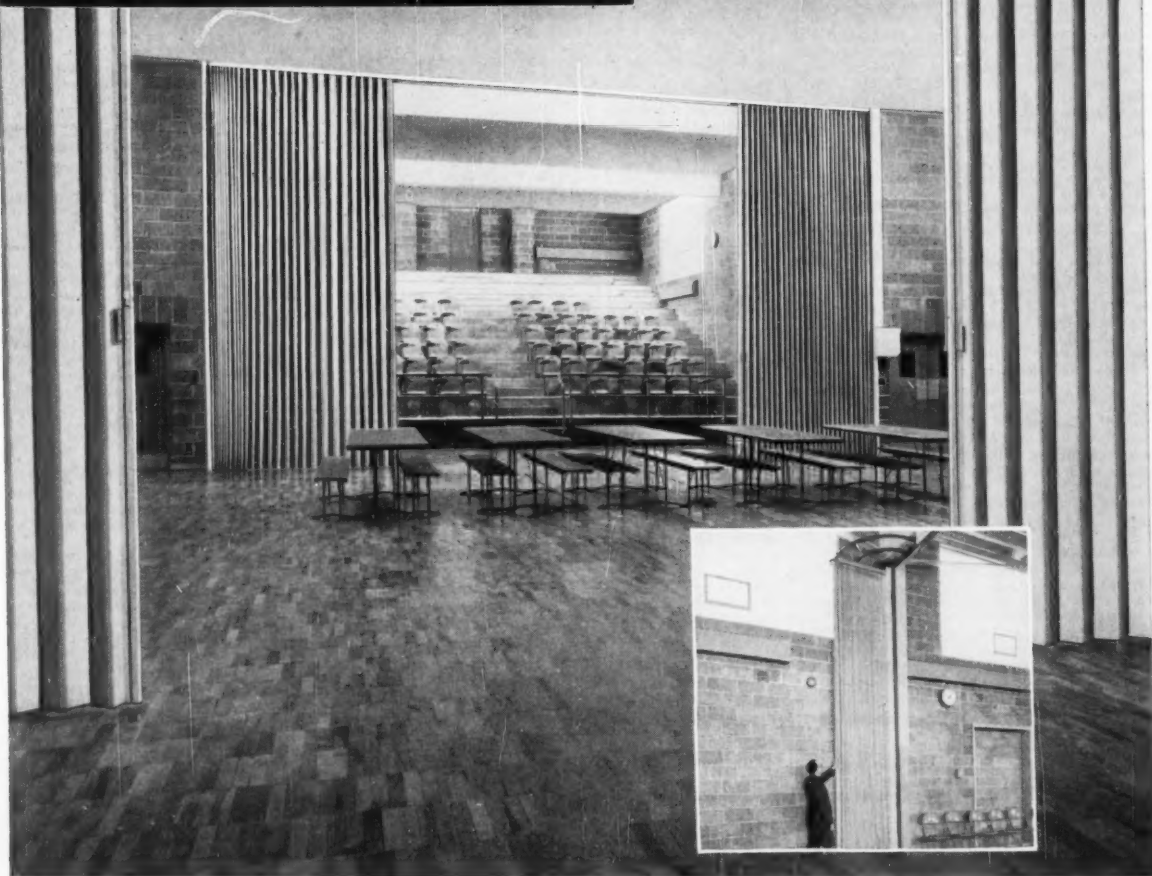
A Plan for Killing "Chicken"

Paper, 4 pp. American Automobile Association, 1712 G St., N.W., Washington 6, D. C.

A deliberate lack of respect for life and property on the part of teen-age drivers has caused alarm throughout the country. This pamphlet aims to wipe out the murderous practice of "playing chicken." Four

(Concluded on page 110)

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NEW BOOKS

(Concluded from page 108)

measures are offered to kill the "chicken": (1) get student leaders to commit themselves against "chicken"; (2) urge severe penalties for drivers; (3) insure high grade driver education courses which emphasize the hazards of "chicken"; (4) counterattack by giving recognition for high-grade driving.

Bus Facts, 1955

Twenty-fourth edition. Paper, 72 pp. National Association of Motor Bus Operators, 839 17th St., N.W., Washington 6, D. C.

A summary of facts and figures of the motor bus industry, covering all of the states of the Union.

A Survey of the Education of Gifted Children

By Robert J. Havighurst, Eugene Stivers, and Robert F. DeHaan. Paper, 114 pp., \$1.50. Bulletin 83, November, 1955. University of Chicago Press, Chicago, Ill.

An important section of this book is devoted to brief summaries of the special programs for gifted boys and girls in some 50 school systems.

Group Processes: A Breakthrough in Preparation of School Administrators

Prepared by Kenneth E. McIntyre. Paper, 63 pp. College of Education, University of Texas, Austin, Tex.

A report on a study in educational administration, conducted with the co-operation of the Southwestern Cooperative Program in Educational Administration. The author maintains that the group process technique has proved itself to be a valuable experience and should continue to be offered.

How We Do It Game Book

By Eleanor Parker King, Editor. Loose leaf. American Association for Health and Recreation, N.E.A., Washington, D. C.

This book of games includes more than 125 games in 11 general types of indoor and outdoor game activities which have physical and educational value. The loose-leaf arrangement makes it possible for teachers and game leaders to remove a single sheet of directions for playing a game, for use on the playfield or

in the playroom. Every game included has been widely tested and is in popular use.

Community Adult Education

By Robert H. Snow. Cloth, 170 pp., \$3.50. G. P. Putnam's Sons, New York, N. Y.

This book consists almost exclusively of suggestions for organizing and maintaining learning opportunities for adults. The recommendations are based on wide observation and are generally practical.

Salary Schedules in 112 Urban Districts Over 100,000 Population

Paper, 21 pp. September, 1955. Research Division, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

A report on school salary-schedule provisions in 112 urban school districts throughout the United States, as of September, 1955. The bulletin lists the minimum and maximum salary provisions for classroom teachers, according to preparation and the possession of a degree. The maximum salary for the highest preparation above six years is also noted.

Annual Report of the Seattle Public Schools, 1955

Paper, 42 pp. Seattle School Dist. No. 1, Seattle, Wash.

The report for the year ending June 30, 1955, giving a clear picture of the financial operations together with a brief résumé of some of the high lights of the program of service. The report cites a school enrollment of 89,000 for the year. The building program set a new high mark, with three new elementary schools, additions to two junior high schools, and new shop and home-economics centers.

General Woodwork Shop

Teachers' Work Manual, Grades 7-8-9. Paper, 90 pp. New York City board of education, 110 Livingston St., Brooklyn 1, N. Y.

This manual outlines shop management, teaching methods, related studies, and a carefully balanced series of projects. As in most courses, the average boy is considered and there are few projects which either challenge the talented boy or reflect the best in contemporary furniture design.

Criteria for Business-Sponsored Educational Films

Compiled by Thomas W. Hope. Paper, 16 pp. Asso-

ciation of National Advertisers, Inc., 285 Madison Ave., New York 17, N. Y.

The ANA Films Steering Committee presents 22 check points covering curriculum needs, subject matter, and production and distribution requirements as a guide in the production of films and audio-visual materials intended for classrooms.

Oral Aspects of Reading

Edited by Helen M. Robinson. Paper, 166 pp., \$3.50. University of Chicago Press, Chicago, Ill.

This reprint of the proceedings of the University of Chicago Conference on Reading, reflects the 1955 ideas of experts and adds a great deal to the present renewed interest in the teaching of reading.

Administrative Manual—II

Paper, 35 pp. Euclid Board of Education, Euclid, Ohio.

This manual embraces the present policies and rules of the Euclid schools as applied to the business administration of the schools, to the clerical employees, to the operation and maintenance of the heating plant, and to the services of the nonteaching personnel. The book sets up not only fine standards intended to improve the efficiency of the educational work of the schools, but also includes good policies of employment, compensation, and employer-employee relations.

The manual reflects a valuable development in the formulation and recording of administrative policies in a field which has not been too well served in the past by sound, long-range policies that have both legal and human qualities.

Enriching the Program for the Mentally Superior

Prepared by four committees working under the direction of Marie A. Saul, Associate Superintendent. Paper. Published by the Public Schools of Pittsburgh, Pa.

In every school there are children who in ability and performance are superior to the average in that school. The problem of providing for these students exists in many schools. The present bulletin has been prepared to assist teachers in meeting the needs of superior children. Suggestions are given on social living, opportunity in co-curricular activities, arithmetic experiences, language arts, science, art, and library work.

Annual Report of the Burbank, Calif., Schools, 1954-55

Prepared by J. R. Croad. Paper, 34 pp. Burbank Unified School District, Burbank, Calif.

The superintendent's annual report for 1955, containing an outline of the activities of the various departments of the schools, including library services, lower grade activities, books and reading, attendance, building program, bonding capacity, budgets and tax rates, research service, health services, and use of audio-visual teaching materials.

Functions and Status of School Superintendent

By Lester S. Richardson. Paper, 55 pp., \$1. Gulf School Research Development Association, 3801 Culien Blvd., Houston 4, Tex.

It is interesting to note that the study developed 52 distinct points involving a superintendent in his relations with the board of education, 144 points in his relations with the staff, 46 points of relations with the public, 7 points of relations with professional organizations, and 28 points of curriculum planning. The study found further that the superintendent has 147 distinct points of contact with the planning of the business elements of the administration of a school system.

Unless the relations with the "staff" and the "curriculum" development have distinctly educational aspects, it is clear from this study that superintendents of schools are obliged to spend more time than they should in handling business problems of the schools.

The School Libraries

Part I of the Superintendent's Annual Report. Paper, 32 pp. New York City board of education, 110 Livingston St., Brooklyn 1, N. Y.

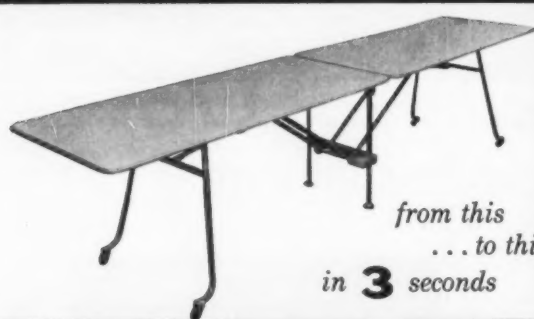
The library programs in the New York City schools are designed not only to supplement and enrich the subject matter, but to introduce students to our great literary heritage. The library regularly carries on a program of instruction to teach students how to use the reference facilities. Students work in class groups, or in small groups for assignments.

Writing: The Second R

Compiled by Claude V. Courter. Paper, 39 pp. Published by the board of education, Cincinnati, Ohio.

This publication, prepared as a part of the Superintendent's annual report, is devoted to writing as a major function of the public schools. It covers written expression, tools of expression, and activities related to written expression.

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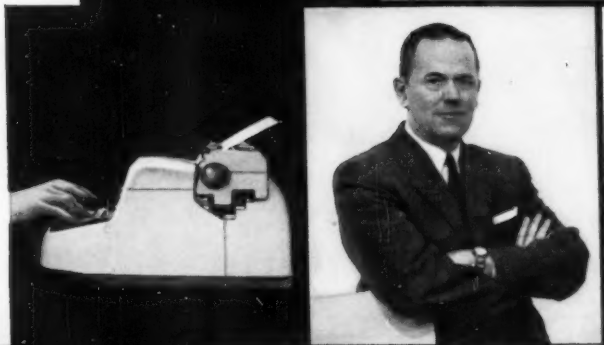
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EDUCATIONAL SERVICES

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CAMDEN, N. J.

AMERICAN EDUCATION

(Concluded from page 54)

The Commission recommends:

"That school boards become public educational authorities with a viewpoint broad enough to encompass all public educational activities both in and out of school" (p. x).

"That public educational authorities be charged with full power and responsibility for the conduct of all public educational activities within the community" (p. x).

"That the administration of public school, public library and public recreation be ultimately unified under the public education authority" (p. xi).

We frankly lack sympathy with the centralizing tendencies in government, but all that would need to have done to cause public education to break down completely in its present situation of mass education would have been to add this load upon it.

"Schools for a New World"

The second report would have placed in the school authorities, already burdened with the physical problems of education, the impossible task of making them over into "Schools for a New World." This was a report of a commission of the American Association of School Administrators, a department of the N.E.A. In this report we find a full-fledged totalitarian doctrine again in the midst of protestations of devotion to the individual, to freedom, to democracy. Students are to have a "properly conditioned" competence (p. 57). For what! In order that

"individual lives merge in a supreme entity of purpose, and being that in itself is the ultimate goal. This means a vast stepping up of the functions of government on all levels . . . it means a fundamental shift in emphasis throughout our whole educational program, from helping to educate the individual in his own right to become a valuable member of society to the preparation of the individual for the realization of his best self in the higher loyalty of serving the basic ideals and aims of our society. . . . If our civilization endures it will be because community becomes both a primary and an ultimate functional entity—an end in itself (pp. 43-44).

Public Education and the Future of America

We call attention to only one phase of the third report in "Public Education and the Future of America." The Oregon law of 1922 requiring attendance of all children in public schools "some thought . . . simply carried out the historic common school ideal to fulfillment." This the U. S. Supreme Court declared unconstitutional.

Theory and Practice

Happily these reports are printed, and eloquent speeches have been made about them, but the teacher and even the superintendent who was in the convention city and heard the report returns to his city and his neighbors and continues on the even tenor of the ways which he had left a week before the convention. Occasionally a superintendent does accept the "faith" and we have a Pasadena story.

The Dewey Philosophy of Education

High above the "maddening crowd" concerned with the practical problems of education there went on a debate in the field of educational philosophy. About much of these discussions of educational philosophy there was a sterile formalism, but Dewey became the center of the American discussion, and was assumed to be typical of American education wherever it was discussed in Europe or Asia as well as in the United States. In the practical arena of education the influence of Dewey was found greatest in a series of so-called progressive schools, largely private in character, or established in connection with teacher training schools. This was in the field of elementary and secondary education. In the elementary field, the schools influenced by Dewey were often called, "child centered" schools. While the traditional school carried on very much in its usual manner, their spirit was affected by the emphasis on activity, on interest, on freedom. This change was largely achieved by Kilpatrick's popularization of the

"project method." At times the present interest of the pupil dominated, so that, it was charged, in his ceaseless and often repetitive activity he did not learn to read. In the Dewey discussion of interest and effort (will) the interest was emphasized and the effort neglected, so we had the charge of a soft pedagogy; in the discussion of the child and the curriculum, the child was emphasized and the meaning of curriculum forgotten. Socializing the recitation and the school was called for on every side. But in spite of all this ferment in journals, at conventions, in annual reports, in pedagogical textbooks, the schools were more concerned with the pressing problems of numbers of students, of lack of facilities, of higher standards for teachers licenses and sub-standard certificates.

"Dissident Voices"

Dewey's philosophy of education was called variously pragmatism, instrumentalism and, by Childs, experimentalism. It gained tremendous vogue in the early part of the twentieth century. It acquired tremendous prestige, particularly in the N.E.A. But there were dissident voices. Herman Harold Horne, with Dewey's permission, took his "Democracy and Education," the Bible of progressivism, and placed in conjunction with each of its positions, the contrasting position of Idealism, in a book called *The Democratic Philosophy of Education*. Bagley dissented. So did Judd. Demiasovich wrote a competent philosophy of education—not a compilation but a new formulation, taking direct issue with Dewey from the point of view of the group called the Essentialists, who included Bagley. Hutchins and Adler were continuing foes of Dewey. Fitzpatrick wrote a philosophy of education which thought through the problems of religious humanism in education. But all this intellectual ferment did not have much effect on the schools.

Social Revolution Through Education Urged⁶

However, there was one bold attempt to translate particularly the social conceptions of Dewey's philosophy, pushed to their extreme, into actual school practice. Its center was Teachers College, Columbia University; it occurred about the time of the economic depression in the 1930's; its leader was George Counts; its manifesto was "Dare We Build a New Social Order." The answer was "yes." The rest of the public had done such a poor job, the teachers could not do worse. The movement attracted great names in education of the day, had a magazine, and carried on a tremendous propaganda. In view of the surrounding facts it was surprising that it was not more successful. It collapsed and Kilpatrick in his *Philosophy of Education* in 1951, as he looked back at it, said he was not in favor of its indoctrination technique. This was exciting stuff to talk about, but schools went on pretty much as was their wont.

Today's Problems

Today if we follow the White House Conference on Education our major problems are:

1. What Should Our Schools Accomplish?
2. In What Ways Can We Organize Our School Systems More Efficiently and Economically?
3. What Are Our School Building Needs?
4. How Can We Get Enough Good Teachers—And Keep Them?
5. How Can We Finance Our Schools—Build and Operate Them?
6. How Can We Obtain a Continuing Public Interest in Education?

Except for the first question which was the weakest of the reports of the White House Conference, the questions are the ordinary practical question of running school at all times. The result of the Conference was the expected recommendation for federal aid for school construction. The hope for a strong recommendation for federal aid for the operation of schools got lost in the "distillation" process. In other words the great problems of education today center about the practical issues of mass education without too great a further dilution of the quality of education.

⁶SCHOOL BOARD JOURNAL, December, 1955, p. 46.



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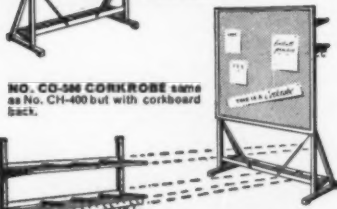
TREND-MAKER OF THE SCHOOL COACHES



A system of multi-purpose movable steel wardrobe racks with either a chalkboard (blackboard) or a corkboard (bulletin board for pictures, maps, etc.) back. These sturdy, welded furniture steel units provide: (1) Means for holding coats, hats, overshoes and lunch boxes in an efficient and orderly manner; (2) Chalkboards or corkboards to aid class instruction; (3) Efficient, large capacity, space-saving wardrobe units, that go wherever needed, fit any space, and permit complete flexibility in room arrangement.



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42" long, 25" deep, 6 1/2" high on glides (or 6 1/2" high on casters). Hat shelves and hanger bars are adjustable for height—accommodate every age group—(Hold 16 with coat hangers or 34 with coat hooks). Off-floor shelf for overshoes and 50" x 48" chalkboard.

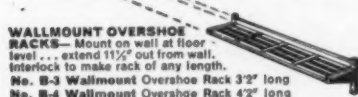


NO. CO-500 CORKROBE same as No. CH-400 but with corkboard back.

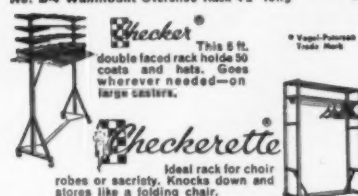


WALLMOUNT WARDROBE RACKS—Mount permanently on any wall. Shelves adjustable for height in 2" steps (accommodate any age group). Hold 4 spaced coat hangers or 6 coat hooks per running foot. Units interlock to make continuous rack of any length.

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WALLMOUNT OVERSHOE RACKS—Mount on wall at floor level... extend 11 1/2" out from wall. Interlock to make rack of any length.
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Checkerette
This 6 ft. double faced rack holds 30 coats and hats. Goes wherever needed—on large casters.
Ideal rack for choir robes or sacristy. Knocks down and stores like a folding chair.

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HEALD REPORT DISCUSSED

A quite unusual document is being studied by the school boards of New York State. It is a reprint of a talk at the annual convention of this state's school boards by the new State Commissioner of Education, James E. Allen, Jr. It is unusual for its frank analysis of a state commission's recent report on the state's educational requirements.

It is just as frank and emphatic when it disagrees with the much applauded state commission as when commending that commission's spirit and findings. In New York at least, this short document sets a new standard for definiteness, clarity, and appeal for study by school board members. Though discussing just one state's educational needs and requirements, the document's praises and regrets fit the needs of many other state and local school systems.

While urging school boards to "look at the whole picture" before starting to criticize, their official guest speaker advised them to use the new report to the legislature "as a starting point from which to make a continuous re-examination of our problems." He closed his listing of the report's shortcomings with an appeal for an attitude "that we have just begun to fight for better schools."

Among the characterizations of the state commission's report that surprised and won school trustees by its seldom-precended "free speech" by one state group of another, are these:

1. They (the Heald Commission) did little to look ahead.
2. There wasn't much imagination in their proposals.
3. Little was done to find out what a really good school system is and what it takes to have it.
4. Far too many school districts are not now spending even the present (too low) foundation program.
5. One problem to be attacked is bringing local assessments up to full value.
6. In raising the pay floor from \$233 to \$320 per weighted elementary pupil, the new report "doesn't really face up to the fundamental question of quality in education."
7. The school building support quota in the new plan is not as good as in the present plan, nor is the emergency law for school building construction as generous as before.
8. The proposals for salaries are minimum proposals, "not sufficient to attract and hold enough good teachers."
9. The educational expectation of all the people seems to have been measured by "what people in the low expenditure areas wanted."
10. The problem of fiscal independence for six cities of over 100,000 population was not tackled: the state department will move forward with it.*

The 3000 school trustees in the audience and others who later received the reprint were reminded and congratulated—and warned—that under the new proposals "each community has the right and responsibility to make its own decisions about the scope and quality of its educational program. These local decisions will be limited only by the vision and will of the people and by the total capacity of the locality."

SALARY INCREASES OF PERSONNEL

The board of education of Cincinnati, Ohio, has approved a recommendation of Supt. Claude V. Courter, providing for a change in the wage rates of page for selected

*Copies may be obtained by addressing the New York State School Boards Association, 170 State Street, Albany 10, N. Y., or The State Department of Education, H. A. Shiebler, Public Relations Co-ordinator, Albany 1, N. Y.

job classifications. The new rates are based on an analysis of the wages paid by industries in the area.

The schedule calls for a general wage increase of five per cent, with a minimum increase of \$6.13 biweekly for civil service employees, except those paid on an hourly or daily rate; a five cents an hour increase for hourly rated lunchroom employees; and a five per cent increase selected classifications, including school nurse, dentist, school physician, dental supervisor, physician in charge, and supervisor of office services. The work week of custodians and janitors was reduced from 42 1/2 to 40 hours.

The estimated cost of the salary increases is \$165,000.

SCHOOL ADMINISTRATION

★ A department of instruction has been created this year in Charleston, S. C. During the year the administrative department is conducting a carefully controlled experiment, involving 19 first-grade classes in reading achievement. The experiment consists of a study of pupils in a phonics-centered program, as compared with a sight-method program. The experiment is expected to continue over a three-year period, and to be followed with an evaluation of the findings.

★ Schuylkill Haven, Pa. The school board has covered all school employees for both Blue Cross and Blue Shield hospital and medical plans. The school district pays the entire cost of these plans.

★ The board of education of Los Angeles, Calif., has approved a resolution, providing for the downgrading of the title of special associate superintendent to assistant superintendent, and the creation of a second superintendency for personnel. The new assistant superintendent will receive a starting salary of \$12,576, and will be responsible for budget preparation, direct administration of the retirement system, and various legislative matters.

★ The school board of Springfield township, Springfield, Pa., under a new policy has invited members of the PTA groups and civic organizations to elect a representative each to be present at all board meetings. The policy has resulted in an average attendance of 20 persons and has proved an effective method of relaying information directly to the organizations.

The board has set aside a room in the senior high school for use as a "little theater," with a capacity of 120 people for community use. All nonprofit organizations, including civic groups and school organizations, have free access to the room. A request in writing ten days in advance of the proposed use is the only requirement. The plan has brought many people to the school building and has established fine school relations.

★ In Upper Darby, Pa., a junior high school unit of 450 students has been organized and housed in the senior high school to relieve overcrowding in the junior high while awaiting the completion of a new building. The new building will house 1200 to 1400 students.

A district-wide reading program has been developed for use in all grades. Two new administrative positions have been created, one in student accounting, and the other as director of the curriculum.

★ The public school system of Munhall, Pa., under the direction of Supt. Earle O. Liggett, is participating this year in an internship program for school administrators, sponsored by the University of Pittsburgh. One intern has been delegated to serve in the schools for the current semester.



Safety plus...because of Dodge dependability

The dependability of Dodge School Buses is looked upon by those responsible for American school children as a safety factor that goes far beyond the usual safety requirements.

You can be sure, when your school bus is a Dodge, that it incorporates the newest and finest advances in school bus design and engineering, and that it has been built with the care and extra strength traditional with Dodge products. *You can be sure* that it meets or exceeds all safety standards recommended by the National Conference on School Bus Standards.

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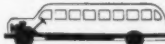
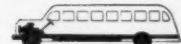
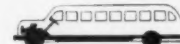


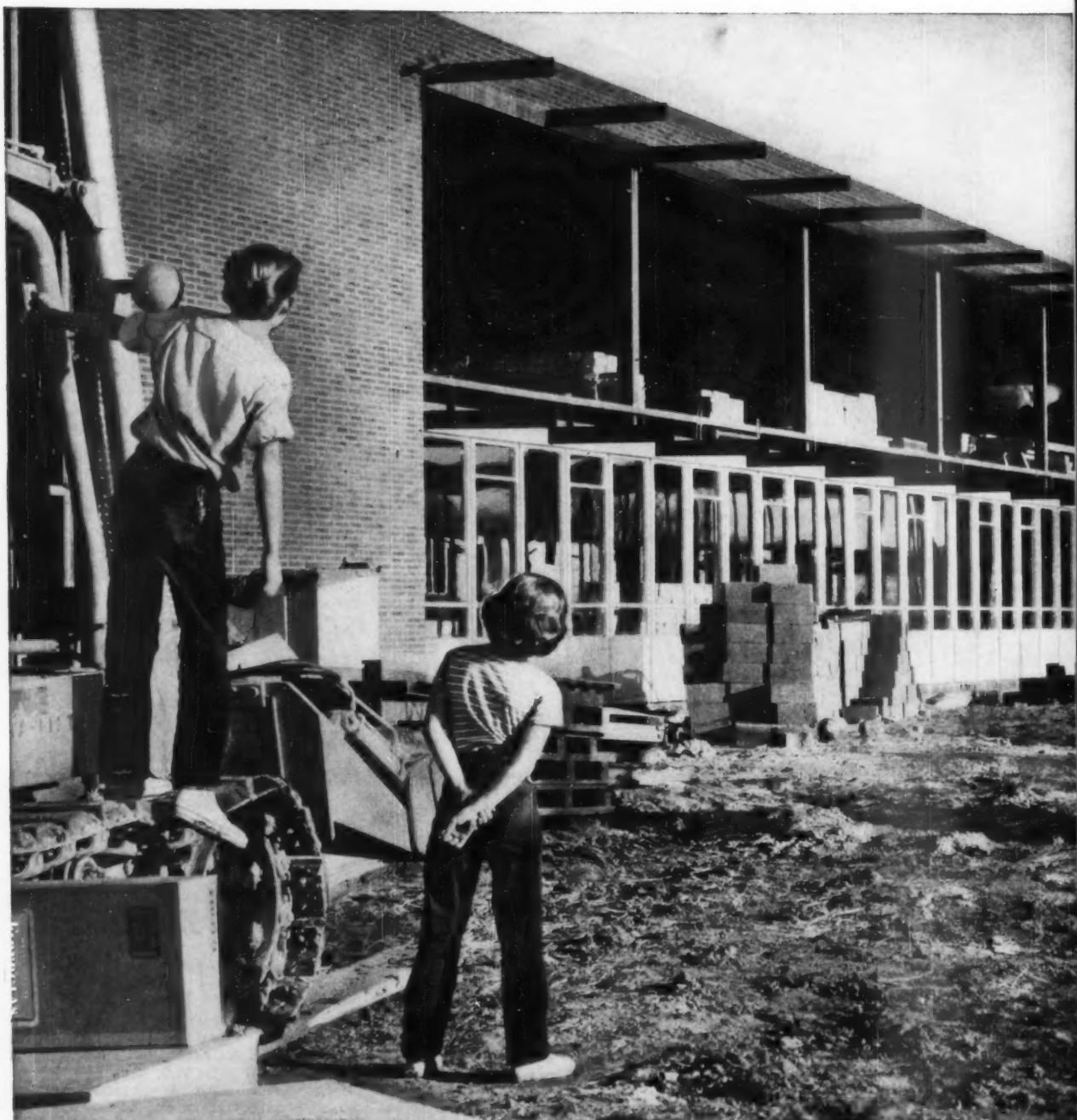
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Also for larger schools as a feeder bus. Strongly built body on rugged Dodge 1/2-ton truck chassis. Wide seats comfortably accommodate eight adults. Rear seat easily removed, providing 90 cu. ft. of cargo space. Two separate braking systems for extra safety. Powered with either the thrifty six-cylinder engine or the famed Power-Dome V-8.

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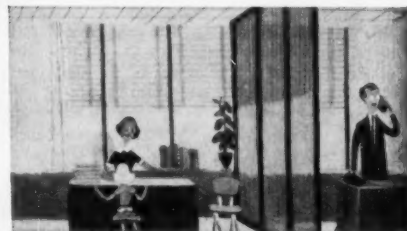
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If you are in any way concerned with school planning, be sure to write for our new free booklet entitled "Education is a Physical Process, Too." It gives you the complete details.

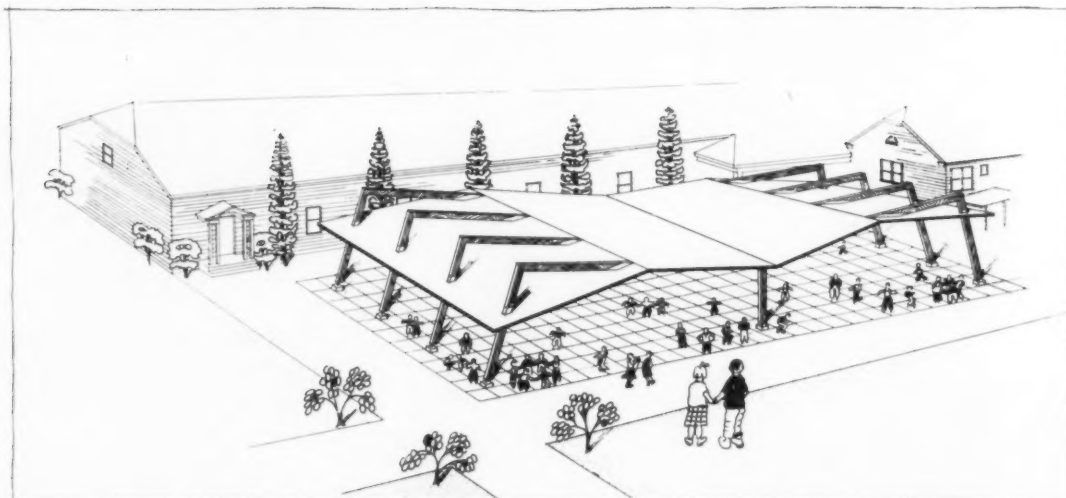
Schools are only one "for instance" of Fiberglas contributions to better living. To identify others, just look around you. And always look for the Fiberglas label on the things you buy. Owens-Corning Fiberglas Corp., Dept. 137-C, Toledo 1, Ohio.

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Elementary School Outdoor Playroom, Hoodsport, Wash. — James McGrath, Architect, Seattle, Wash.

OUTDOOR PLAYROOM

At Hoodsport, in Mason County, Wash., the board of education has ordered the construction of a covered playroom for use during the rainy season which during the long winters interferes with outdoor play.

The continuous rains which produce the magnificent forests of the state of Washington, make it necessary to provide coverings for children's outdoor play. The Hoodsport playroom is a timber frame

structure, built of lumber logged and milled in the vicinity, and shows an advantageous use of local resources.

The playroom measures 40 by 70 feet and has a floor of blacktop. Solid Douglas fir members are used for the framing, and the roof was designed to carry four feet deep wet snowloads which occur in the area. The height of the exposed beams at both ends is 10 feet 6 inches at the minimum, and 12 feet at the maximum. Safety

precautions have been taken to reinforce the structure against earthquake stresses.

The dramatic effect of functional timber frame provides a beneficial play environment that will be enhanced by the attractive color pattern.

The building was designed in the office of James A. McGrath, architect, Seattle, Wash. Daniel Jerabek provided the structural engineering.

The contract price was \$6,500.

HUSSEY "ROLL-OUT" GYM SEATS



at
Gage Park
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240 Seat, 4 Tier
Installation

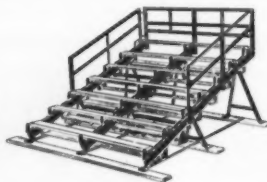
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RECRUIT CUSTODIANS

An intensive drive to recruit more than 200 school custodians for work in Los Angeles school plants throughout the city has been carried on by the Personnel Division, under the direction of William B. Brown, chief of the Division.

A reclassification of all custodians in November, 1955, has resulted in salary increases which permit the school system to hire custodians at wages higher than any other local public agency. The beginning pay is \$246 monthly, \$259 after six months, and yearly automatic increases, bringing the total to \$303 in three and one-half years. Six months' experience is required of all applicants.

Among other benefits received by persons employed by the school system are three weeks' paid vacation, liberal sick leaves, and an excellent retirement plan.

The drive has been started to overcome a serious shortage of custodians, which in some areas, has resulted in a near emergency situation due to the unparalleled growth of the schools.

AUDIO-VISUAL AIDS

The public schools of Alpine, Tex., have added a second reading controller to the school battery of audio-visual aids. This second controller has been placed in the high school study hall so that corrective as well as developmental reading program has been introduced in the sixth to the eighth grades of the schools.

In addition, three Viewlex 35mm. filmstrip projectors and a master Vu-graph overhead projector have been added to the audio-visual aids to complete the series of 15 Viewlex projectors, 3 Bell Howell voices, projectors, wire recorder, wax recorder, and overhead projector. The equipment is being used by three schools enrolling 1014 students.



“Last year, I wore an ape’s head to typing classes”

Edna: But Cathie, didn’t you look peculiar?

Cathie: I certainly did! But then I *felt* peculiar. Frustrated, if you know what I mean.

Edna: Frustrated I buy. But how come?

Cathie: I was teaching electric typing. The classes weren’t learning. I couldn’t teach on the machines we had.

Edna: I see. But why the ape’s head?

Cathie: The ape’s head? That’s easy. I was going nuts anyway. So I decided I might as well look the part.

Edna: But how come you gave *up* wearing the . . . er . . . costume?

Cathie: Nothing could be simpler. We got in a batch of new Royal Electrics. And what a *difference!* To begin with they have five distinct advantages—the repeat keys for example—which make them easier to learn on and as easy to teach on as rolling off a log.

Edna: How’s that?

Cathie: Step into my classroom and I’ll give you a demonstration. But watch out. It’ll take you only a few hours of practice to become completely familiar with the new Royal Electric. So don’t say I didn’t warn you.

ROYAL[®] electric

portable • standard • Roytype[®] business supplies

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New Free Teaching Aids! For You:
Electric Typing for the Classroom Teacher.
For pupils: *The Key to Relaxed Typing*.
Write to “The School Department, Royal
Typewriter Co., Port Chester, N. Y.”

SCHOOL FINANCE AND TAXATION

SCHOOL BOND SALES

During the month of December, 1955, permanent school bonds for school construction were sold in the amount of \$170,589,610. The largest sales were made in:

California	\$37,667,000	New York	\$17,253,000
Colorado	2,687,000	North Carolina	3,374,000
Illinois	13,441,000	Ohio	22,212,000
Louisiana	3,025,000	Pennsylvania	5,034,000
Massachusetts	4,550,000	South Carolina	20,120,000
Minnesota	3,860,000	Texas	4,758,000
New Jersey	7,273,000	Wisconsin	7,555,000

As of January 19, 1956, the average yield of 20 bonds was 2.48 per cent.

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS*

Item	Date	Latest Figure	Previous Mo.
School Building Construction ¹	Jan., 1956	\$189,710,000	\$237,421,000
School Building Construction ²	Jan., 1956	\$ 18,945,843	\$ 27,253,593
Total School Bond Sales ³	Dec., 1955	\$170,589,610	\$213,093,154
Latest Price, Twenty Bonds ³	Jan. 19, 1956	2.48%	2.58%
New Construction Expenditures ⁴	Jan., 1956	\$231,000,000	\$229,000,000
Construction Cost Index ⁵	Jan., 1956	622	619
Educational Building, Valuation ⁴	Oct., 1955	\$ 90,500,000	\$108,700,000
Wholesale Price Index ⁶	Jan. 31, 1956	112.0	111.5
U. S. Consumer's Prices ⁶	Dec., 1955	114.7	115
Population of the U. S. ⁷	Nov. 1, 1955	166,280,000	165,248,000

*Compiled February 8, 1956

¹Dodge figure for 37 states east of Rocky Mts.

²11 states west of Rocky Mts.

³Bond buyer.

⁴Joint estimate, Depts. of Commerce and Labor

⁵American Appraisal Co., Milwaukee

⁶U. S. Dept. of Labor

⁷U. S. Dept. of Commerce

School system cuts towel costs 29% with Mosinee Turn-Towls



A school system in Michigan* with an enrollment of 1200 switched to Turn-Towls after using a towel of ordinary quality.

The cost of service per school year with the previous towel service was \$616. Combining Turn-Towel drying qualities and the controlled dispensing feature of the Turn-Towel cabinet reduced the annual cost of the service to \$436.

Improve your washroom facilities — and save money, too — with Mosinee Turn-Towel service. Write today for the name of your nearest Mosinee Towel Distributor.

*Name on request



SCHOOL CONSTRUCTION

During the month of January, 1956, contracts were let in 11 western states, for 53 new school buildings, to cost \$18,945,843. Additional projects, numbering 101 schools were reported in preliminary stages, to cost an estimated \$71,183,500.

During the month of January, 1956, contracts were let in 37 states east of the Rocky Mountains, for the erection of 514 school buildings, at a total contract valuation of \$189,710,000.

THE NEW YORK STATE BUDGET

Whether state aid to education in New York will be increased beyond the \$60 million rise recommended by the Heald Commission appears doubtful. Governor Harriman, in his budget message, included a sum covering the maximum recommendation of the Heald study, but final action will be postponed pending legislative action.

By lumping together all expenditures for education — (1) local assistance to school districts, (2) activities of the state education department and state university, (3) funds for capital construction — the Harriman message suggested an over-all educational outlay of \$508.7 million, or an increase of \$67.3 million over 1955.

Of the total, \$427 million is set aside for local assistance (state aid) to education, an increase of \$60 million. In addition, the State University is receiving \$9.6 million for local assistance purposes. Also included are a \$1 million increase in the school lunch fund, \$625,000 to develop a state TV program, and \$677,000 for vocational rehabilitation.

SCHOOL BONDS

★ Caddo Parish, Shreveport, La., sold \$5,000,000 in school bonds, at interest cost of 2.5714 per cent.

★ Shawnee Mission high school district of Johnson County, Kans., has proposed \$4 million bond election. Proceeds to be used for new high school.

★ Albert Lea, Minn. school board has approved proposal to issue \$3,995,000 in bonds for school construction purposes.

★ School Dist. No. 142, Bloomington, Minn., has approved a \$3,000,000 bond issue for a new high school.

★ Pampa, Tex. Voters approved a \$2,250,000 bond issue for school building improvements.

★ Springfield, Ohio. The school board has sold \$5,200,000 in school bonds, at a bid of 100.024, for 2½ per cent coupons.

SCHOOL BUDGETS

★ Stratford, Conn. Approved \$2,337,132.

★ Malden, Mass. Set up \$2,349,518.

★ Warwick, R. I. Adopted \$2,777,230.

★ Lowell, Mass. Approved \$2,972,236.

★ New York, N. Y. Adopted \$349.8 million for 1956.

★ Westfield, N. J. Approved \$4,579,665.

★ Watertown, Mass. Approved \$1,845,000.

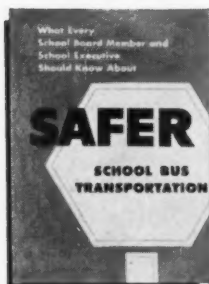
★ Waltham, Mass. Adopted \$2,299,163.

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**The brakes proven for safer operation
on virtually every public bus in the nation!**



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FREE INFORMATION**

Here's the complete story on
how much Air Brakes can con-
tribute to school bus safety.
Write to the factory today.

Over the years in public bus operation, Air Brakes have proved to be the safest, most dependable stopping power under every operating condition. In fact they have rolled up such an overwhelming degree of superiority over all other types of brakes that virtually all of the 103,000 public buses operating in 1954 were Air Brake equipped!

The reason is obvious—public bus companies can't afford to take chances on passenger safety.

As a school administrator, charged with

the vital responsibility of providing school children with safe school bus transportation, we think we can assume that you won't want to take chances either. That's why we recommend you make certain your students receive all the extra protection of the world's safest braking system by *insisting* that all bids submitted to your board on new school buses include Air Brakes.

The choice is yours—for safety's sake be sure you make it dependable Bendix-Westinghouse Air Brakes!

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KS—smart-looking metal frame is die-cast for ruggedness

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KS—non-rusting steel receptacle

KS—is guaranteed 1 year, like all Bostons.

king of "heavy
duty"
sharpeners

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because... **RANGER**



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RANGER—heavy-duty double-bearing design

RANGER—stainless steel receptacle

RANGER—Boston Stop stops waste

RANGER—guaranteed 1 year, like all Bostons.

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BOSTON
PENCIL SHARPENERS

PERSONAL NEWS OF SCHOOL OFFICIALS

SCHOOL BOARD OFFICIALS

★ **E. DALE BACHMAN** is the new president of the school board at Middletown, Pa. **GEORGE D. MANSBERGER** is vice-president.

★ **ROBERT A. HASTING, SR.**, is the new president of the board at Tamaqua, Pa. The vice-president is **Charles A. Carter**; the secretary, **Harry Burke**; and the treasurer, **George Newton**.

★ **MAURICE G. WYATT** is the new president of the Cheltenham township board of school directors in Elkins Park, Philadelphia, Pa. **FRANCIS MARKLEY** is the new vice-president. Holdover members are **WILLIAM B. YODER**, secretary, and **GEORGE L. LAMBERT**, treasurer.

★ **MISS BLANCHE E. CRIPPEN** has been appointed professional assistant in the office of the Council of Chief State School Officials in Washington, D. C. Miss Crippen has since 1951 served as assistant director for public information for the Joint Committee on Educational Television.

★ **GEORGE W. BAUMGARTEN**, of Forest Hills, Pa., has been re-elected to membership on the board of directors of Allegheny County. Mr. Baumgarten is president of the Forest Hills board of school directors and is a member of the executive board of the State School Directors' Association.

★ **LEWIS E. HARRIS**, of Delaware, Ohio, has been appointed executive secretary of the new Ohio School Boards Association, with headquarters in Columbus. After July 1, Dr. Harris will devote full time to the position.

★ **MRS. CARLTON D. BROWN** is the first woman to be elected president of the board in Waterville, Me.

★ **F. B. DECKER** has been reappointed as Commissioner of Education in Nebraska.

★ **DWIGHT A. SWISHER** is the new president of the board at Columbus, Ohio. **GEORGE C. FARRIS** was named vice-president.

★ **MERLIN SCHNEIDER** has been elected president of the board at Canton, Ohio.

★ **MRS. MARIE OWENS** is the new president of the board at Muncie, Ind. **MRS. ROBERT FALLS** is secretary.

★ **ROBERT E. KLINE** has been re-elected president of the board at Dayton, Ohio. **DR. T. L. LIGHT** was named vice-president.

★ **RAYMOND D. BALDWIN** is the new president of the board at Toledo, Ohio.

★ **MRS. FAITH I. NORTH** heads the new five-member elementary board at Phoenix, Ariz.

★ **DR. FRED W. HEINHOLD** has been re-elected president of the board at Cincinnati, Ohio. **EDWIN G. BECKER** was named vice-president.

★ **ALFRED L. SIMMONS** is the new president of the board at Lima, Ohio.

★ **MORTON P. HANSEN** heads the new seven-member board at Indianapolis, Ind. **MRS. ELEANOR M. ZOERCHER** was named vice-president.

★ **JOHN R. CLAYTON**, of Greeley, Colo., has been elected president of the Weld County School Board Association.

★ **ROBERT C. MARDIAN** is a new member of the board at Pasadena, Calif.

★ **DR. J. LEIGHTON GREEN** has been elected a member of the board at El Paso, Tex., succeeding **J. F. Hulse**.

★ **ARTHUR MEHLMAN** is the new president of the board at Warrensville Heights, Ohio. **GEORGE WOMER** is vice-president.

★ **GEORGE GRIFFIN** has been elected president at Bremen, Ohio, to succeed **William Black**.

★ **DR. CARL SPRUNGER** is the new president of the board at Apple Creek, Ohio. **EARL OPLINGER** is vice-president.

★ **DR. GEORGE S. PLACE** is the new president of the board at St. Marys, Ohio. **WILLIAM MACKENBACH** is vice-president.

★ **LLOYD E. GIESSEL**, of Freeport, Ill., has been elected president of the Northwest Division of the Illinois School Board Association.

★ **DR. THOMAS WASHAM** is the new president of the board at Jackson, Ohio. **MARY ELLEN SMITH** is vice-president.

★ **WOODY R. HARGROVE** is the new president of the board at Shreveport, La. **ROBIN M. HOOD** is vice-president.

★ **JOHN M. BODMAN** is the new president of the school board in Hammond, Ind. **COLUMBUS SMITH** was renamed treasurer.

★ **ROBERT TERHUNE** has been elected president of the board in Washington C.H., Ohio.

★ **CHARLES FIRZLAFF** has been appointed treasurer of the board at Dubuque, Iowa.

THESE THREE
WEBER COSTELLO
CHALKBOARDS ARE

*At the Head
of the Class!*

Hyloplate

Fully cushioned, laminated wood fibre construction. Uniform, resilient matte surface for smooth writing and easy erasing. Refreshing green Litesite surface or black.

Sterling

A mineral type, cement-asbestos chalkboard with excellent surface, that is "friendly" to chalk and erases with minimum effort. Refreshing green. Litesite surface or black.

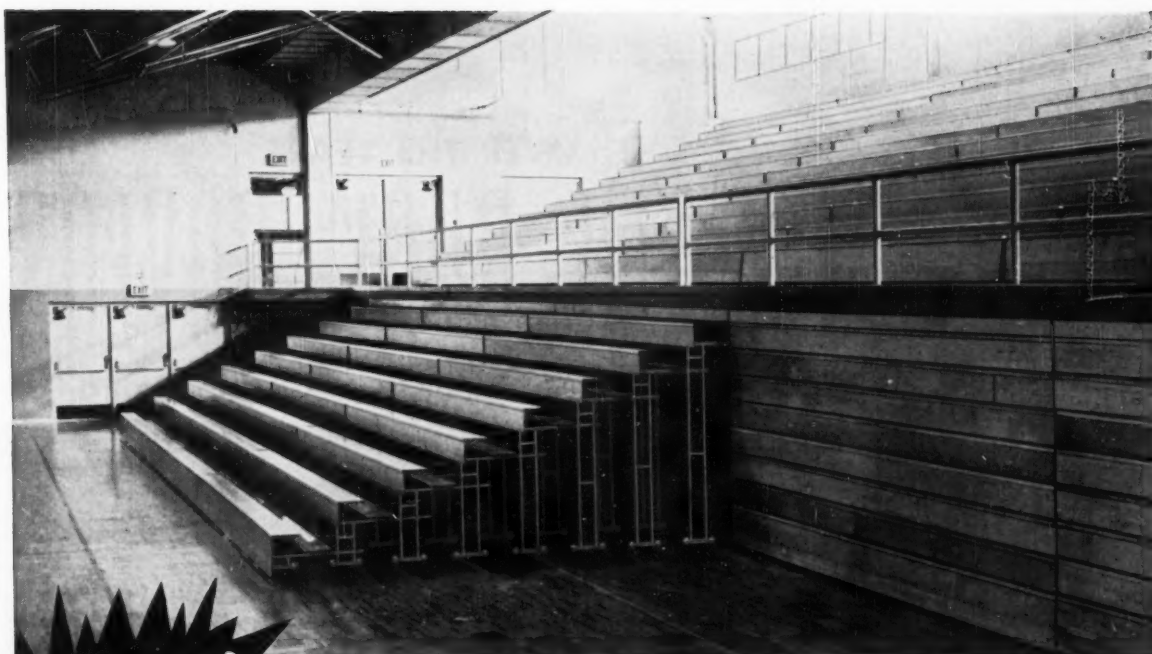
Hyloprest

Hardboard backing with smooth composition writing surface. Compatible with chalk and yields readily to eraser. Same quality as Hyloplate, but with ultra-strong chalkboard body. Refreshing green Litesite surface or black.

Hyloplate, Sterling and Hyloprest are Highest Grade Chalkboards. Weber Costello Standard and Economy Grade boards are available if budget limitations necessitate chalkboard economy. WRITE FOR CATALOG BA-26.

**WEBER COSTELLO
COMPANY**
CHICAGO HEIGHTS, ILL.

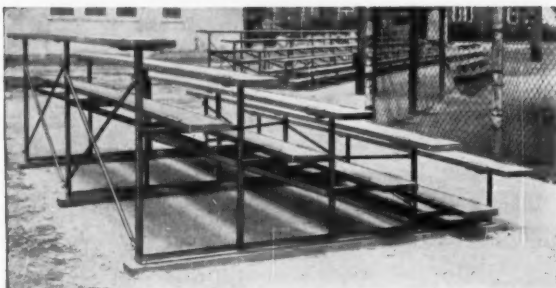
Manufacturers of:
Chalkboard • Chalk
Erasers • Art Materials
Maps • Globes



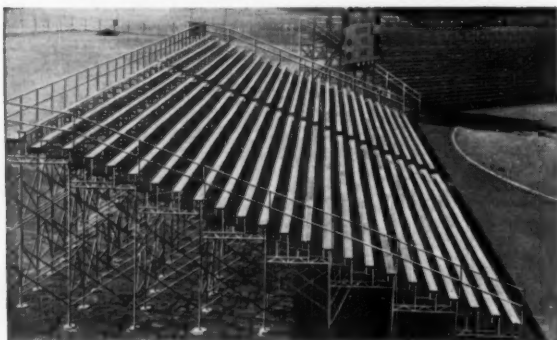
NOW

ROLLING ON RUBBER, non-marking wheels, the Safway-Leavitt bleacher easily telescopes out of a 38-in. wall recess and locks open. Rigidly trussed, the bleacher supports a live load of 120 lbs. per linear foot. Built of high carbon tubular steel in 16-ft. long sections, the bleacher has a rise-per-row of 9½ in.—providing superior visibility, comfort and safety.

SAFWAY ANSWERS ALL SEATING NEEDS with Telescoping • Portable • Permanent Steel Bleachers



LOW-COST PORTABLE SEATING anywhere—the "Budget Master" is made of durable angular steel in convenient 6-ft. sections, five or ten rows high. Maximum safety at minimum cost with easy portability makes the "Budget Master" ideal for your smaller spectator events.



PERMANENT OR PORTABLE, Safway stadium seating is custom designed to your bleacher requirements. Engineered to combine easy erection with the ultimate in safety and durability, the Safway bleacher provides individual seating as spacious as a household chair.

Line Is Completed by Adding Leavitt Telescoping Bleacher

SAFE, COMFORTABLE SEATING for *every* spectator event is yours in one quality line—SAFWAY. By acquiring the fine Leavitt telescoping bleacher, SAFWAY completes its service to satisfy all your bleacher needs—whatever they may be.

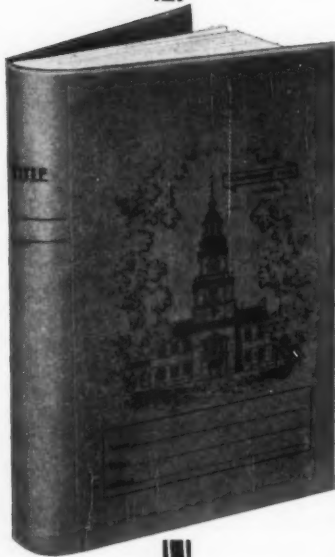
With SAFWAY engineering, the telescoping bleacher is better than ever for inside roll-away installations. For *either* outdoor or inside use, the portable "Budget Master" gives you safe, low-cost patron comfort with wide adaptability. For larger crowds, SAFWAY sectional bleachers and grandstands give your spectators maximum visibility with utmost comfort and complete safety.

SAFWAY never compromises with quality. Highest design and production standards assure the finest seating possible, consistent with reasonable cost. Now with Leavitt telescoping bleachers, SAFWAY's quality line is expanded to give you even greater service.

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SCHOOL BOARD NEWS

★ Logansport, Ind. The school board has approved a salary schedule for school clerks and secretaries. The salary of the financial secretary starts at \$2,900 and increases to a maximum of \$3,800 after nine years; secretaries' salaries start at \$2,700 and increase to a maximum of \$3,600 after nine years; the high school registrar starts at \$2,500 and increases to \$3,400 after nine years.

Twelve-months clerks start at \$1,900 and reach a maximum of \$2,400 after five years; 11-months clerks start at \$1,700 and reach a maximum of \$2,200 after five years; 10-months clerks start at \$1,500 and reach a maximum of \$2,000 after five years. The schedule also allows nine days a year sick leave, cumulative to 45 days, to 12-months employees; seven days a year, cumulative to 35 days, to 11-months employees; and five days, cumulative to 25 days, to 10-months employees.

★ Cincinnati, Ohio. The board of education has allocated \$9,290 for the training of retarded boys and girls in classes sponsored by the Hamilton County Council for Retarded Children. The money is to be used for work among 55 pupils, ranging in age from 6 to 20 years, who have been designated as trainable but uneducable.

★ Wayzata, Minn. A three-year program to change the entrance age of kindergarten pupils has been approved by the board. Involving a three-year program of gradual change, it will result in 1958, in a policy that a child must be five years of age before September 1 to enter the kindergarten, and six before September 1 to enter the first grade. In 1956 the date will be November 1, and in 1957, October 1.

★ Tulsa, Okla. The school board has voted to invest \$4,000,000 in U. S. Treasury bills, which will bring an estimated \$28,000 in interest for the sinking fund. The money represents a part of a \$14,000,000 bond issue approved by the voters last June.

★ Muncy, Pa. The board of education is anticipating the employment of a school business manager. The new official would be expected to handle all the normal business activities of the schools, to have charge of contract prices, discounts, taxes, and to see that the books are ready for audit at the proper time.

★ The Boston, Mass., school committee has adopted an amendment to its rules, forbidding students to possess on the school grounds or buildings, switch knives, brassknuckles, pointed instruments, etc., with which a fatal wound may be inflicted. Suspension or expulsion may be the punishment for infractions of this rule.

★ Jasper, Mo. The school board has increased the tuition rates \$10 for high school and elementary students. The new rates become effective in 1956-57.

CONNECTICUT COSTS COMPARED

For the ninth year, 169 boards of education in Connecticut have received record facts with which to compare home-town school costs with those of neighbor towns or towns of the same size or spending the same per pupil.

The new comparisons give facts for 1944-45, 1945-46, and the three last school years. For each town each of those years are given the average number of pupils belonging, the amounts spent from local and state funds, the

totals and the expenditure per pupil from state aid and from local funds.

The current expenses do not include transportation, vocational training, industrial-arts programs, attention to the physically handicapped, debt service or capital charges. But even without these costs, that in many towns are significant, the help obtainable is notable.

There are six towns whose schools cost less than \$200 per pupil daily membership, and there are six others whose costs per pupil were from \$333 to \$354. One city [Bridgeport] with 20,415 pupils taxed itself \$225 per pupil, another [Hartford] with 20,750, taxed itself \$315 per pupil.

One smaller unit with 155 pupils spent last year \$256 per pupil for the current expenses included; another with 155 pupils spent \$330. Human nature among school trustees, like human nature elsewhere, wants to know what differences in cost per pupil mean in benefits to children. The Connecticut Public Expenditure Council, 21 Lewis Street, Hartford 3, Conn., cautions that dollar differences need not mean benefit differences: "Teacher competence, class size, curriculum . . . facilities as well as the shrinking purchasing power of the dollar must be considered in evaluating rising costs."

Caution or not, the comparisons raise questions and spur inquiry if not emulation. Very few trustees can see that a neighbor town that taxed itself \$33 in 1945-46 taxed itself \$175 last year, without asking, What did we do? Why have we increased less or more? What have our children to show for it? —

PERSONAL NEWS OF SCHOOL BOARDS

★ JOHN ANTHONY has been elected president of the board at West Farmington, Kans.

★ PAUL F. GILBERG is the new president of the board at New Bremen, Ohio.

★ BRYAN LITTELL has been re-elected president of the St. Landry parish board at Opelousas, La.

★ DR. G. A. CURRIER has been elected president of the board at Cadillac, Mich.

★ MORTEN P. HANSEN is the new president of the board at Indianapolis, Ind. Mrs. ELEANOR M. ZOERCHER was named vice-president.

★ The board of education of Evansville, Ind., has re-elected as president, O. H. ROBERTS, JR. Mr. Roberts has also been appointed to the board of trustees of the newly formed Citizens Council for Better Schools.

PERSONAL NEWS OF SUPERINTENDENTS

★ SUPT. THOMAS A. SHAHEEN, of East Paterson, N. J., has received a renewal of his contract to June, 1959. The contract provides fixed annual salary increments, to assure a salary of \$12,200 in 1958.

★ SUPT. L. A. COLLIER, of Mt. Park, Okla., has been re-elected for another year.

★ SUPT. DON C. WOOD, of Duncan, Okla., has been re-elected for the next year.

★ SUPT. JOHN SHOEMAKER, of Lawton, Okla., has been re-elected for a two-year term.

★ PRATHER BROWN, of Frederick, Okla., has been re-elected for his thirteenth year.

★ ELLIS B. HYDE is the new superintendent at Dansville, N. Y.

★ THOMAS L. RODES, of Benton, La., has accepted the superintendency of the Bossier white schools.

★ SUPT. N. D. CORV, of Rochester, Minn., has been re-elected for the school year 1956-57.

★ SUPT. ALLEN P. BURKHARDT, of Norfolk, Neb., has been re-elected for a new three-year term, at a salary of \$9,600.

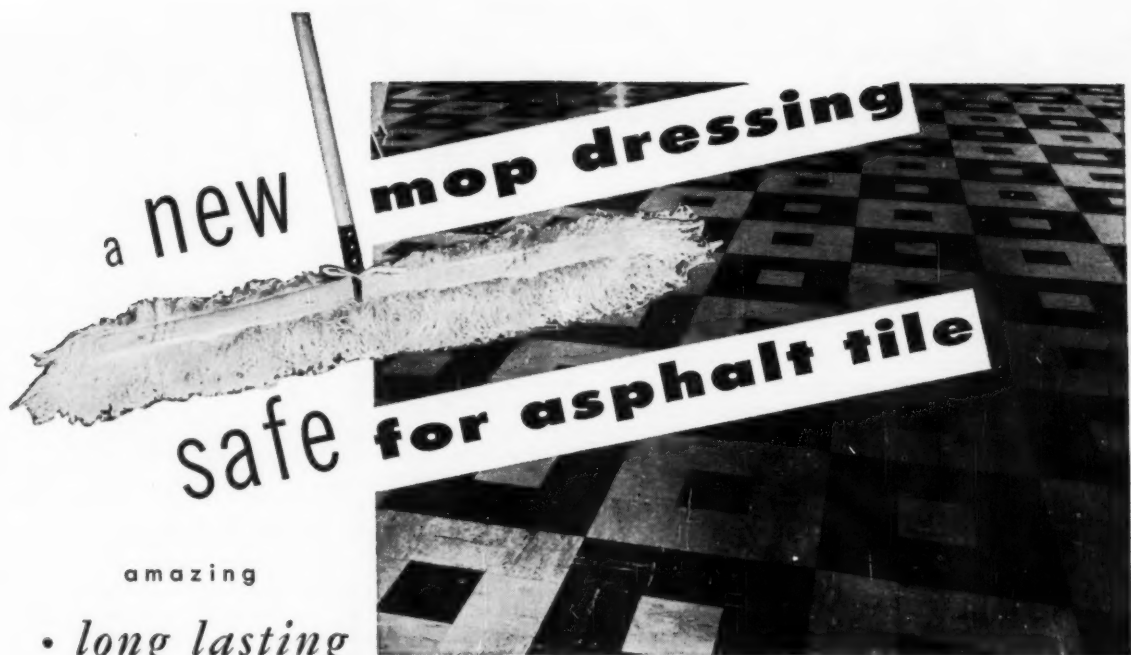
★ RICHARD GEHR has been elected superintendent of the Excelsior Union High School District, Norwalk, Calif.

★ CLIFFORD S. BRAGDON, retired superintendent of schools at New Rochelle, N. Y., died in Winter Park, Fla. He had been retired since 1937.

★ W. C. READER has been elected to succeed Stanley Clayton as superintendent of Northeast school district, near San Antonio, Tex.

★ E. P. CHAUDOIR is the new superintendent of the West Baton Rouge, La., parish schools.

★ SUPT. O. L. PLUCKER, of Independence Mo., has been re-elected for a three-year term.



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super HIL-SWEEP

makes dirt and dust disappear!

Magnetically attracts dirt and dust, holds it to the mop. No kick-up of dust, to re-settle later. Super HIL-SWEEP is easy to use. Just spray or sprinkle it on mop the night before. Penetrates evenly into cotton wicks. Stays in the mop without build-up; just shake mop to release dust. Makes daily maintenance fast, simple, effective.

- **Saves Frequent Scrubbings**
Super HIL-SWEEP picks up the dirt before it has a chance to grind in. Leaves the surface dust-free, with renewed lustre.
- **Formulated for Asphalt Tile—**
Safe for any surface.
- **Fire-Safe, Too**
Will not freeze—yet has no flash point.

No tire hazard in use. No spontaneous combustion of mop or dressing in storage.

- **Keeps Your Floor Slip-Safe**
Keeps a safe floor safe—does not affect the non-slip properties of your floor.
- **Long-Lasting**
Super HIL-SWEEP evaporates very slowly; stays in the mop. Sweeps entire area without re-treating mop.



Make This Test Yourself—
24-hour dunking in 100%
Super HIL-SWEEP does not
injure Asphalt Tile!



The Hillyard Maintaineer® is "On Your Staff, Not Your Payroll". Ask him for expert advice on your floor problems. Serves you from Hillyard Branch Offices in Principal Cities.

**ST. JOSEPH,
MISSOURI**
Passaic, N. J.
San Jose Calif.

Branches in Principal Cities

FIND OUT HOW ECONOMICAL Super HIL-SWEEP CAN BE. WRITE TODAY

HILLYARD, St. Joseph, Mo.

Without obligation, please have the Hillyard Maintaineer nearest me show how New Super HIL-SWEEP will save my floors and save me money.

Name.....
Institution.....
Address.....
City..... State.....

News of Products...

American Seating Announces New School Furniture Line on Anniversary

American Seating Company began the celebration of its 70th Anniversary at the convention of the American Association of School Administrators at Atlantic City in February by showing and demonstrating its completely new school furniture, the Col-oramic "Classmate" line.

Several years of research by the company's engineers and designers, accompanied by work with consultants and the industrial design firm of Lipponcott and Margulies of New York, went into the planning of the structural, educational, and architectural features of the line. And the internationally known color consultants of American Color Trends, Faber Birren and Joseph P. Gaugler, worked with the company in developing colors that would harmonize with decorative treatments in both new and older schools.

Designed to supplement the present "Universal" and "Envoy" lines of classroom furniture, the "Classmate" line includes chairs, tables and chair-desks in sizes varied for every age group. Colors are Diploma Blue and Classday Coral.

Among the many exclusive features of the line are self-leveling, silicone-floating guides on the tables for cushioning effect and for automatic adjustment to uneven floors; writing surfaces of Amerex, a high-pressure type plastic which has proved to be more permanent than wood; single steel pedestal standard with simple height adjustments in 1-in. increments for maximum legroom and for reducing classroom noise of shifting chairs as students get in and out; and aluminum scuff strips on the low silhouette feet to protect the enamel finish.



New Classmate Unit Table

"Classmate" tables are available in open-front, single pupil unit with corner entry to the steel book-box; also as a unit table with top adjustable to three positions—10°, 20°, or level; and for two or more pupils in sizes from 24 x 48 in. to 36 x 48 in., with or without sanitary steel book compartments.

Chairs in the new line adapt forms and structure for all body shapes for good posture and comfort. Deep curved backs automatically adjust to fit each occupant; compound curved seat adds postural comfort. Back braces are offset for maximum hip room; and rubber cushioned ball-joint chair glides automatically align themselves to the floor. Post-and-girder welded construction insures maximum strength, and the nine heights of the chairs can accommodate children of every size, from kindergarten through college.



Classmate Tablet Arm Chair

H. M. Taliaferro, president of American Seating Company, announced as a further part of this year's product expansion the building of a new \$1,500,000 addition to its steel fabricating plant.

New Junior High School Saves Money With Acoustical Panels



Because of good architectural planning and the use of the comparatively new Fenestra acoustical "D" panels, Owensboro, Ky., has a much needed new junior high school at a cost of only \$9.50 a square foot.

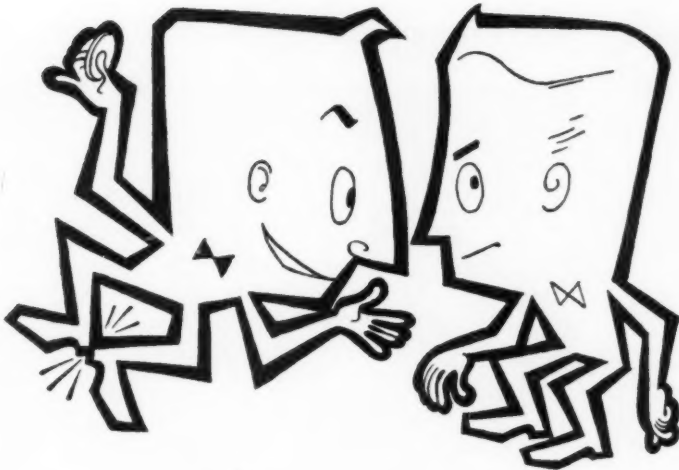
Faced with the typical community need for a new building but limited funds, the school board of Owensboro called in the local architectural firm of Max Bisson and Ben Johnson to help them design a 400 student junior high complete with: library, gymnasium-auditorium, music, art and social studies room, shops, kitchen, cafeteria, offices and general classrooms. The price tag—less than a half-million dollars! Result: the 47,760 square foot Southern Junior High for \$458,885.

According to the Detroit Steel Products Company, manufacturers of Fenestra acoustical panels, great economies in construction were achieved through the use of the boxlike panels that make up the roof deck and furnish

an acoustically efficient ceiling at the same time. The inclusion of Fiberglas batting in the interior of the cellular Fenestra panels produced a ceiling with an acoustical efficiency of 80 per cent which is not impaired by successive painting of ceilings.

Southern Junior High was designed as a H-shaped building on the modular basis. Its auditorium seats 500 comfortably. The building covers an area 400 by 260 feet, and is designed both for future expansion and for immediate community use. It is possible to isolate the facilities available to the public from the main body of the building. These community facilities include the auditorium, library, gymnasium, and shop.

Architect Max Bisson is convinced that "by specifying Fenestra we saved the taxpayers money because of the speed with which panels were erected.



Look! I can buy coal for much less a ton than you're paying.

I used to buy that coal too, but it costs more per million BTU's with a whole lot more in hidden costs.



What do you mean by "hidden costs"?

That coal you're talking about is high in ash. So we were buying ashes at the coal price, paying freight on them from the mine, then paying to have them hauled away. Your "cheaper" coal clinkers; it smokes; it fouls the tubes. That means higher labor costs and higher maintenance. Now I pay more per ton and save thousands of dollars a year.



Coals produced on the C&O are tops in quality.

A C&O combustion engineer showed me why this grade of coal would work best in our type of installation and our experience has shown he was right. You'd better get some expert advice. It can save you money, too.



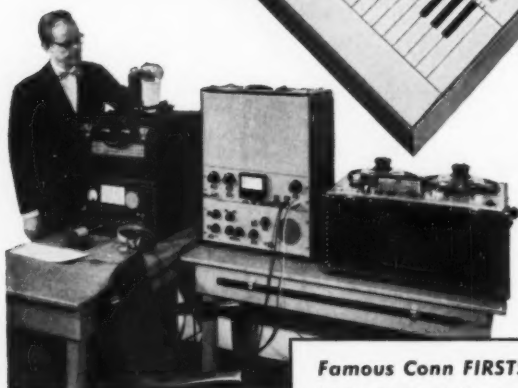
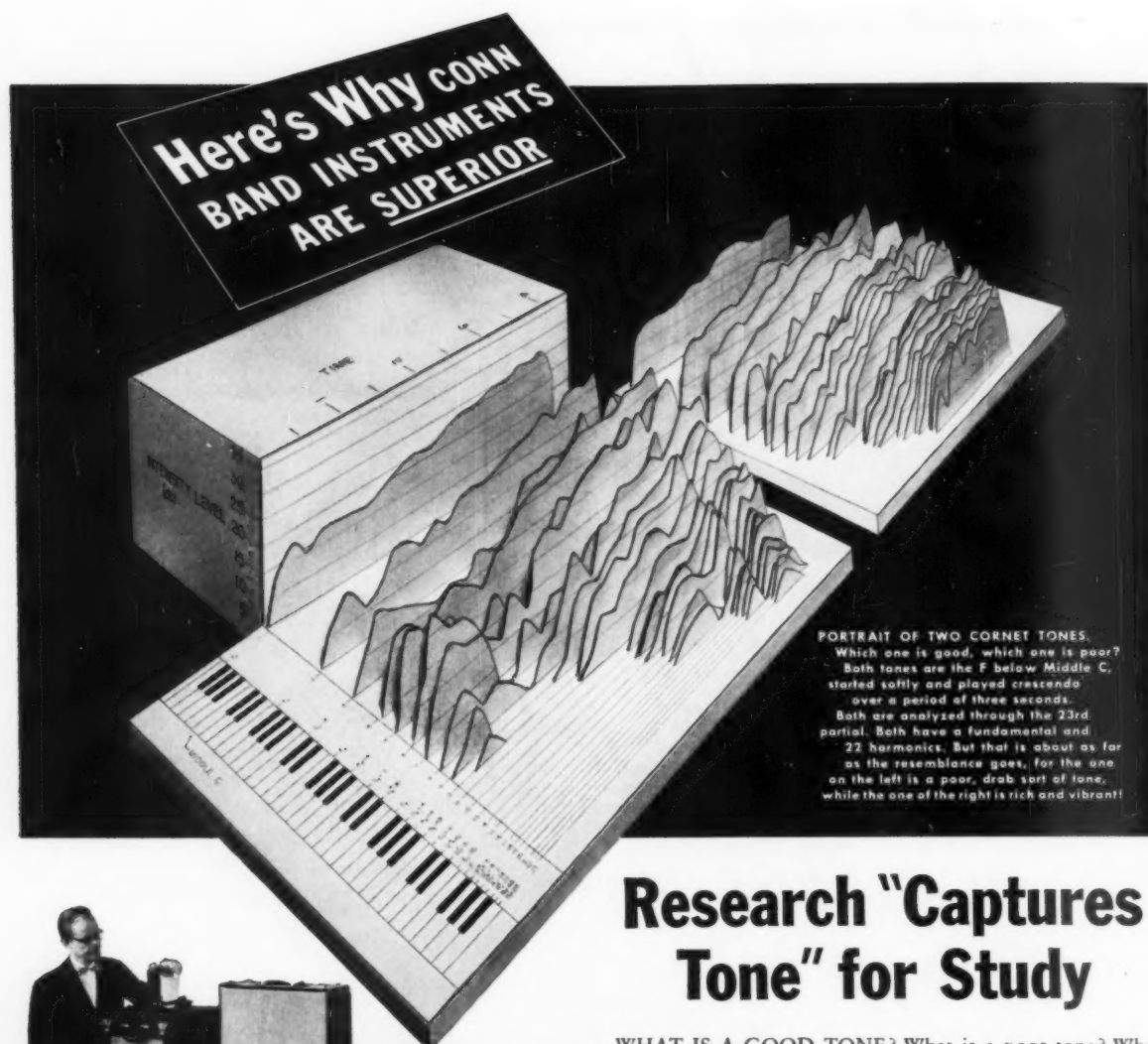
There's a lot more to buying coal than the cost per ton. Why not contact coal producers on the C&O to solve your particular fuel requirements, or write to: R. C. Riedinger, General Coal Traffic Manager, Chesapeake and Ohio Railway Company, Terminal Tower, Cleveland 1, Ohio.

Chesapeake and Ohio Railway

WORLD'S LARGEST CARRIER



OF BITUMINOUS COAL



THE MAN AND THE MACHINE.
Above, Dr. Earle L. Kent, director
of research at Conn, stands beside
the harmonic analyzer used in
breaking tone down into its
physical elements. On the white
cylinder is a permanent, visual
record of the components of a
tone, one of many thousands in
the Conn research laboratory.

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THE ONLY FULL-TIME
RESEARCH LABORATORY
IN THE INDUSTRY**

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- 1st American-made metal
clarinet
- 1st double-bell euphonium
- 1st Sousaphone
- 1st short-action valves
- 1st and only seamless
Coprion bell
- 1st American-made bassoon
- 1st all-electronic organ
- 1st and only Electro-D bell
- 1st and only Micro-finish
- 1st and only acoustically-
correct mouthpieces
- 1st and only Cali-bore
instruments
- 1st Electronic Tuning Device
(Stroboconn)

Research "Captures Tone" for Study

WHAT IS A GOOD TONE? What is a poor tone? What makes the difference? For a long time physicists have known that tone quality was a matter of harmonics. But harmonic analysis of a tone has until recently been a long and laborious task, and knowledge of tone quality has progressed at a snail's pace. Today, Conn is able to make rapid analyses of the harmonic structure of any tone.

From a great wealth of data developed during the past several years, Conn has gone a long way in answering the questions about tone and how to build better tone quality into wind instruments. For superior tone quality, always choose a genuine Conn instrument . . . and be SURE!

BAND INSTRUMENT DIVISION
C. G. Conn Ltd., Department 360, Elkhart, Indiana

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"WORLD'S LARGEST MANUFACTURER OF BAND INSTRUMENTS"



EASY DOES IT!

Holcomb Concrete Seal Cuts Scrubbing—Makes Floor Care a Mere Matter of Sweeping

This amazing Holcomb development makes concrete virtually as easy to care for as tile—saves up to 50% on maintenance costs!

Holcomb Concrete Seal speeds mopping and sweeping. Eliminates need for regular scrubbing—because dirt stays on top of the seal, not down in hard-to-reach pores.

Just one application stops surface powdering, puts an end to costly tracking and settling of dust. It prevents staining, too. Even grease can't penetrate this tough seal.

Rated anti-slip by laboratory tests, Concrete Seal is safe to use everywhere. It's clear and color-free—will never discolor floors like varnish-type seals. And it's not affected by cleansers; patches perfectly; can't chip or peel.

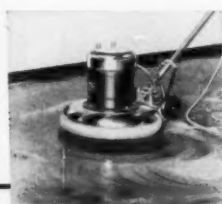
Your Holcombman can demonstrate savings up to 50% on maintenance of *your* concrete floors!

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J. I. Holcomb Manufacturing Co., Inc. • 1601 Barth Avenue, Indianapolis
NEW YORK • DALLAS • LOS ANGELES



PURITINE—Holcomb's famous non-sudsing, free-flowing powder cleanser. Fast acting, economical. Cleans any surface washable with water.



FLOOR MACHINES—in three sizes (12", 15", 17") for every scrubbing and polishing job. Choice of Bassine Scrubbing or Tampico Polishing Brush.



"ARABIAN" FLOOR BRUSH—cuts sweeping time by getting fine, medium and coarse dirt in one stroke. A special fiber for each, all in one brush.



DUSTLESS SWEEPER—it cleans, dusts and polishes all in a single stroke. Selected cotton yarn chemically treated for fast dust pick-up. Non-slip head.

News of Products for the Schools

POCKET PAGING SYSTEM

Private, individual paging of institution personnel or key administrators is now possible with a new pocket radio paging system recently introduced by Motorola Communications and Electronics, Inc., Chicago. This new system, called the Handie-Talkie, consists of a selector console with individual buttons for key personnel, an FM transmitter that radiates alerting tones and voice messages



Pocket Radio Pager

within a confined induction loop area, and an individual all transistorized radio receiver. The receiver weighs only 10 ounces and measures slightly larger than a pack of king size cigarettes. It can be clipped in a pocket or worn on a belt. Powered by a 4 volt mercury cell battery, its FM reception is immune to common types of interference generated by X Ray, diathermy and other noise-generating equipment which may be found in the modern hospital or industrial plant.

(For Further Details Circle Index Code 010)

SUMMER-WINTER TRUCK UNIT

A new snowplow and backfill blade has been designed by International Harvester Co. for its light duty four wheel drive truck. The blade can be used for plowing snow or can be converted into a blade spreader or backfill blade. It is controlled from the instrument panel of the truck. Positive hydraulic power is provided by a pump run by the truck engine fan belt. Six-foot, eight-foot, or V-type blades may be ordered optionally. The blade can be centered for straight plowing, or angled to either side.

Automatic trip mechanism protects blade and truck from damage by hidden objects. This may be replaced by a "stiff link" to convert the snowplow to blade spreader or backfill attachment. As such, it may be used to backfill trenches, spread topsoil, sand, or gravel, or perform leveling jobs where heavy-duty machinery is not required.

(For Further Details Circle Index Code 011)

EYE-SAVER SLIDE RULE

Pickett & Eckel, Inc., are producing a new light-alloy, eye-saver slide rule made in green-yellow, eliminating violet and red rays which focus in front of and behind the retina. The

green-yellow shade coincides with optimum sight point of the spectrum, cuts eyestrain, blurring, and errors in reading calibrations. Noncorrosive, nonrusting, metal construction eliminates warping, swelling, and binding. It is made in 6 and 10 in. Trig, Log-Log standard rules, or in rules made to special order.

(For Further Details Circle Index Code 012)

PLAYGROUND GEOGRAPHY KIT

Geography teaching is made easy, enjoyable, and effective with a playground kit recently developed by Models of Industry, Inc., New Rochelle, N. Y. This kit, called Playground Geography, presents a map constructing project in which a U. S. map, scaled 1 foot to 100 miles, is built on the playground by the grid method.

In constructing the map children learn geography on a true directional plane. Comparative distances, state boundaries, and travel routes take on new meanings. After the map is completed, numerous learning games can be played engaging a large, varied group of children. Children can act out problems in transportation and communication. The complete kit contains paint, supplies, a 44-page teacher's manual, and 30 student workbooks providing exercises in grids and maps.

(For Further Details Circle Index Code 013)

REDESIGNED SCHOOL BUS

The new 1956 Ambassador school bus recently introduced by Oneida Products, New York, features new wrap-around windshield and rear windows and a completely redesigned body structure. It also features 16-gauge outside front and rear panels for greater impact strength, 4 pillar rear con-



New Body Structure

struction, 6 1/2-inch rub rails and double-riveted roof panels, a heavy-gauge outside lower skirt with side pillars extending below the floor line, new floor construction and full 72-inch inside headroom throughout the bus. Passenger seats are newly designed for durability and more efficient windshield defrosting is provided.

(For Further Details Circle Index Code 014)

HIGH PRESSURE AIR CONDITIONING

A completely new, room air conditioner, the "Induction UniTrane" unit for high pressure air conditioning installation has been introduced by the Trane Co., La Crosse, Wis. Designed specifically for perimeter zone cooling and heating in an induction type system, this unit offers two distinctive advances in induction unit performance. These advances are: a tandem arrangement of jets in the nozzle plate of the unit which provides multi-stage induction of secondary air and true filtering of all air, both primary and secondary, before it is uniformly diffused to conditioned areas.

Two models of the unit are available; a vertical cabinet model and a vertical concealed model. The latter can be installed in an enclosure occupying only 7 inches of floor space depth.

(For Further Details Circle Index Code 015)

SHATTERPROOF WINDOWPANES

A windowpane that can be dropped, stepped on, or even nailed into place is being introduced by the Corrugux Division of L-O-F Glass Fibers Co., Houston, Tex. They are manufacturing and packaging seven stock sizes of corrugux flat panes. Designed to keep eye fatigue down to a minimum these panes come in Maxlite or Skylight Green. They are available in two finishes—smooth both sides or crinkle both sides. There is no additional charge for pre-cutting these permanent windowpanes.

(For Further Details Circle Index Code 016)

WORLD LITERARY MAP

Over 325 authors and 180 works of literature are represented in a new world literary map published by the Denoyer-Geppert Co., Chicago, Ill. This map entitled, "A Panorama of World Literature" is suitable for use in elementary, secondary, and college classrooms and libraries. It provides a large scale treatment of the Americas, the British Isles, Europe, China, Japan, and the subcontinent of India. Famous voyages and nobel prize winners in literature since 1901 are indicated. Time coverage begins with Homer around 800 B.C. and includes contemporary writers and literature. The map measures 64 by 44 inches and is printed in seven bright colors.

(For Further Details Circle Index Code 017)

MOVABLE STUDENTS' WARDROBE

A students' wardrobe designed for both storage purposes and its function in the classroom has been manufactured by the Brunswick-Balke-Collender Co., Chicago. It is a movable lightweight wardrobe with a 24-coat capacity that can be rolled from room to room. Twelve fixed hangers and twelve hooks are mounted on a bar and rack arrangement that adjusts for height within an 8-in. limit. A full length wire rack provides for lunch storage above the overshoe storage space.



Lightweight Wardrobe

While maximum mobility of the cabinet is attained by use of full-swivel caster attachments, the unit is also available with full length metal base or island type base. It can be used, too, as a room divider or turned open side to the wall for use as a bulletin board since its back panel is made of cork board.

(For Further Details Circle Index Code 018)

(Continued on page 136)



pendable delicacies!

In this glamorous isle in mid Pacific—or amid the bustle of any one of our great metropolitan centers—an exciting and exotic buffet is assured by generous use of Sexton's wide assortment of marine delicacies. Playing a stellar role in this, as well as in many entree dishes, is Sexton tuna, so white, so tender, so firm and flavorful. Only select portions of the prize yield of the ocean depths can qualify for the Sexton label on tuna and this is always available in brine.

Kana Inn, Kailua, Hawaii



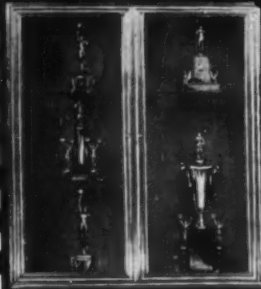
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JOHN SEXTON & CO., CHICAGO, 1956

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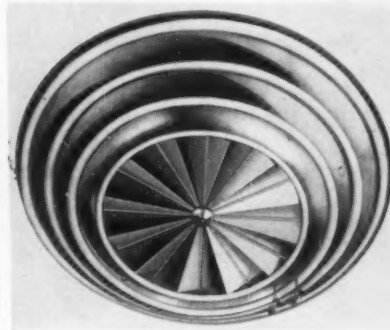
Problocki AND SONS
2335 S. KIMMICK AVE. MILWAUKEE 5, WISCONSIN

News of Products . . .

(Continued from page 134)

ADJUSTABLE CEILING DIFFUSER

A new ceiling diffuser, Model BP Venturi-Flo, designed for use in installations with high ceilings, is now available from Barber-Colman Co., Rockford, Ill. A completely adjustable unit, this diffuser is ideal for use in heating, ventilating, and air conditioning applications in gymnasiums, field houses, and



High-Ceiling Diffuser

similar structures. It features a full variation of air patterns from horizontal to vertical and is capable of driving hot air to the floor from mounting heights up to fifty feet even with temperature differentials as high as forty degrees Fahrenheit. Greater projection of warm air is possible with lower temperature differentials.

(For Further Details Circle Index Code 019)

DESIGN PRINTING KIT

New techniques for design printing have been introduced in a craft kit recently produced by the American Crayon Co. of Sandusky, Ohio, and New York, N. Y. This new kit called Prang's Magic Making Design Kit presents printing techniques that were developed after extensive studio experimentation and field testing. It includes detailed step-by-step instructions colorfully illustrated with examples of work. Also included are four jars of Prang Aqua Textile Colors, hardwood interchangeable screen frames, squeegee applicator, stencil paper, stencil knife, tape, crayons, cord inserter, and a gala assortment of materials for making countless creative printing designs.

(For Further Details Circle Index Code 020)

NEW DUPLICATOR FEATURES

The new D-11 electric duplicator manufactured by Ditto, Inc., Chicago, features positive margin adjustment for copy alignment and a slotted drum for systems blackout work. By turning a knurled wheel on the duplicator drum, the master can be raised or lowered $\frac{1}{2}$ inch. A pointer on the drum indicates the relative position of master to copy paper. In systems work this adjustment can be made to register the master with kiss-printed forms. In general duplicating, the operator can use the adjustment to compensate for copy placed too high or low on the master. The slotted drum will accommodate magnetic blackout strips. These are used in systems work to prevent portions of information on the master from appearing on certain forms.

(For Further Details Circle Index Code 021)

(Concluded on page 138)

FOR SUPERIOR DESIGN, CONSTRUCTION
AND PERFORMANCE . . . FAR GREATER
STRENGTH . . . UNEQUALLED SAFETY . . .



AMERICAN Approved PLAYGROUND SWIMMING POOL and DRESSING ROOM EQUIPMENT

Since 1911 the finest equipment built, backed by lifetime guarantee against defective materials and construction . . . specified by leading recreational authorities for almost half a century.

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Write for Folder
On AMERICAN'S
JIM PATTERSON
LIFETIME
Aluminum
DIVING
BOARD
WORLD'S FINEST
OFFICIAL BOARD



FOR SCHOOL AND AUDITORIUM

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All-New
Organ
BY
CONN



THE
Artist . . . INDEPENDENT
MANUALS, 25-NOTE PEDAL BOARD

Ideal for classroom or auditorium, this new, larger organ, the ARTIST, by CONN, is the all-around favorite of those who want a really fine moderately priced instrument. Compare the tone, the "voices" and the performance—with any other organ. Choose CONN and your school will have America's Finest. C. G. CONN Ltd., ORGAN DIVISION, Department 331, Elkhart, Indiana.



Free BROCHURE

All about this great new CONN ARTIST organ. Also ask for free booklet, "How to Choose an Organ."



MUSICAL INSTRUMENT SPECIALISTS NEARLY A CENTURY



Developed as a public service by the Aetna Casualty and Surety Company, the Drivotrainer brings "behind-the-wheel" training into the classroom. Using the instruments and controls of real cars, students learn to meet varying driving problems shown on a motion picture screen at the front of the classroom.

Los Angeles Study indicates Aetna Drivotrainer makes possible . . .

"Behind-the-wheel" training for 50% more students with no increase in teaching staff

In comparison with "car-only" method, Drivotrainer cuts costs — proves superior in developing good driving attitudes—and provides a safe method of training to meet emergencies

High costs and lack of available teachers — these pose an increasingly serious problem to educators considering expanded programs of driver training.

Now, a controlled research study by the Los Angeles City School Safety Section indicates that the Aetna Drivotrainer reduces costs as much as \$11.65 per pupil.

Two comparable groups of high school students were used in the study. Briefly, here are the major findings:

1 The Aetna Drivotrainer cuts on-the-road training time 50%

Students in the Drivotrainer group received only three hours of on-the-road instruction as against six hours for the control students. Yet, the two groups showed practically the same progress in driving skill and knowledge.

2 The Aetna Drivotrainer sharply reduces teacher-hours per pupil

By conventional, car-only methods, 4 teachers in Los Angeles could instruct 560 students per year. With a 15-place Drivotrainer, these same 4 teachers could train 840 students—a gain of 50%.

3 The Aetna Drivotrainer produces significant improvement in good attitudes

Drivotrainer students showed definitely greater progress than control students in developing good driving attitudes, as measured by the *Siebrecht Attitude Scale*.



4 The Aetna Drivotrainer safely provides experience in meeting driving emergencies

Through films, the Aetna Drivotrainer confronts students with a wide variety of emergency situations — permits them to gain skill and experience with no danger of being involved in serious accidents.

5 The Aetna Drivotrainer wins student praise

In a questionnaire, 95% of the 113 students in the experimental group stated (a) the Drivotrainer definitely helped them learn to drive; (b) it prepared them to meet on-the-road situations; and (c) they would recommend the Drivotrainer course to classmates.

School systems everywhere can profit by the results of the Los Angeles experimental study. For more detailed information on the study and the Drivotrainer itself, just fill in and mail the coupon below.

**AETNA CASUALTY
AND SURETY COMPANY**

*Affiliated with Aetna Life Insurance Company
Standard Fire Insurance Company*

Public Education Department SB-1
Aetna Casualty and Surety Company
Hartford 15, Connecticut

Please send me a copy of the Condensed Report on the Los Angeles Study and additional information on the Drivotrainer.

Name _____
Title _____
Address _____
City _____ State _____



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Direct Prices &
Discounts to
Schools, Churches,
Clubs, Lodges and
All Organizations



Full line of
folding chairs



Above: Transport-
Storage Truck No.
TSC

Right: Transport-
Storage Truck No.
T59



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PRICES AND DISCOUNTS

THE Monroe COMPANY
6 CHURCH STREET, COLFAX, IOWA

MONROE TRUCKS

Transport and store your folding tables and chairs the easy, modern way with Monroe All-Steel Trucks. Each truck is designed to handle either tables or chairs. Construction of Truck No. TSC permits storage in limited space.



News of Products . . .

(Concluded from page 136)

CATALOGS AND BOOKLETS

Information about school heating is cleverly presented in cartoon style in a booklet recently prepared by American Air Filter Co., Inc., Louisville, Ky., titled, "A Boiler Room Ballad . . . or how they saved money for salaries," the booklet explains the cost savings inherent in the Selectotherm system of control. Copies of the booklet are free.

(For Convenience Circle Index Code 022)

The Sico Manufacturing Co., Inc., Minneapolis, Minn., has issued a catalog sheet describing the Tuck-a-Way, a folding table-tennis table. The table is shown open and folded and description of its various uses is given. The catalog and further information may be obtained on request.

(For Convenience Circle Index Code 023)

Equipto, Aurora, Ill., recently released a new 16-page booklet describing its latest lockers, shelves, and various other pieces of office equipment. Copies of this booklet may be obtained free of charge.

(For Convenience Circle Index Code 024)

BLACKBOARDS

Slate, compo, steel, glass, etc., cork bulletin boards, cut to measure, installed by you or by ACME.

RE-SURFACING

No paint or sanding machines used. 25-year guarantee. Send for Do-It-Yourself Kit \$3.50, enough for average classroom.

Acme Slate Blackboard Co.

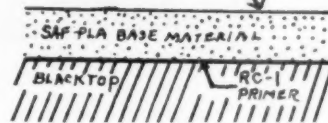
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BRING SAFER PLAY TO
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**The authoritative source of information
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The SHOP ANNUAL NUMBER summarizes the periodic progress in the field of industrial arts and vocational education, emphasizes the new developments ahead, presents through actual shop layouts and equipment lists, the best methods of accomplishment in the school shop field.

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READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisers and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.	Page No.	Code No.	Page No.	Code No.	Page No.
30	Acme Slate Blackboard Co. 138	321	Dodge Div. Chrysler Motors. 117	331	Heywood-Wakefield Co. 4
	Blackboards. Do-it-yourself resurfacing kit.		School bus.		Auditorium seating. Write for free catalog.
31	Aetna Life Affiliated Companies. 137	322	Fenestra Building Products. 24 & 25	332	Hillyard Chemical Company. 129
	Drivetrainer for "Behind-the-wheel" training. Free report. Use coupon page 137.		Metal building panels. For information use coupon page 25.		New mop dressing safe for asphalt tile. For information use coupon page 129.
32	All-Steel Equipment, Inc. 101	323	Fenestra Building Products. 98 & 99	333	Holcomb Mfg. Co., J. L. 133
	Steel furniture and lockers.		Galvanized bonderized steel windows. For information use coupon page 99.		Scientific cleaning materials.
33	American Bitumuls & Asphalt Co. 107	324	Farley & Loetscher Mfg. Co. 108	334	Holcomb & Hoke Mfg. Co. 109
	Walk-Top all weather surface.		Plastic laminates for desks, counters, tables. Free descriptive folder.		Folding doors. For full details use coupon page 109.
34	American Crayon Company. 128	325	Flynn Mfg. Co., Michael. 27	335	Holcomb Patent Book Cover Co. 126
	Crayons. Write for free illustrated literature.		Metal windows and curtain walls.		Book covers for book protection.
35	American Playground Device Co. 136	326	General School Equipment Co. 17	336	Hunt Pen Co. C. Howard. 124
	Swimming pool and dressing room equipment. New catalog.		Classroom furniture.		Pencil sharpeners. Free comprehensive school report.
35	American Desk Mfg. Co. 85	327	Griggs Equipment Company. 22	337	Hussey Mfg. Company. 120
	School seating.		School seating. Complete illustrated catalog in color.		Roll-out gym seats. Free catalog and prices.
37	American Seating Company	328	Grolier Society, Inc. 89	337A	Industrial Arts and Vocational Education 138
Insert between 32 & 37		Encyclopedias and reference sets.		1956 March Shop Annual
38	Bay West Paper Co. 122	329	Guth Co., Edwin F. 2	338	International Business Machines Corp. 111
	Cut towel costs with "Turn-Towels." Write for name of nearest distributor.		School lighting. Write for information and name of nearest lighting specialist.		Electric typewriters.
39	Bockley-Cardy Company. 95	330	Herman Nelson Unit Ventilator Products, American Air Filter Co., Inc. 20 & 21	339	Johnson Service Company. 1
	Tubular classroom seating. Ask for detailed catalog.		Classroom cooling, heating and ventilating.		Temperature control. Air conditioning. For facts on dual control use coupon page 1.
310	Bendix-Westinghouse Automotive Air Brake Co. 123				
	Air brakes. Free information on school bus safety.				
311	Brunswick-Balke-Collender Co. 87				
	New movable student's wardrobe.				
312	Butler Manufacturing Company. 96				
	Steel buildings. For detailed information use coupon page 96.				
313	Cambridge Tile Mfg. Co. 11				
	Trends in school planning. Use coupon page 11.				
314	Celotex Co., The. 14				
	Sound conditioning. For survey chart use coupon page 14.				
315	Chesapeake and Ohio Railway. 131				
	Coal. Free information on full requirements.				
316	Clarin Manufacturing Co. 12 & 13				
	Folding chairs. Free 4-color catalog.				
317	Cook Paint & Varnish Co. 30				
	Paints and varnishes. Free colorful brochure.				
318	Conn Organs (Div. C. G. Conn, Ltd.).. 136				
	All-new organ. Free brochure & booklet on "How to choose an organ."				
319	Conn Band Instrument (Div. C. G. Conn, Ltd.) 132				
	Band instruments.				
320	Ditto, Incorporated. 127				
	Liquid type duplicator. For information use coupon page 127.				

(Continued on next page)

TEAR ALONG PERFORATED LINE. POSTAGE PAID FOR CONVENIENCE.

THE AMERICAN SCHOOL BOARD JOURNAL

400 North Broadway, Milwaukee 1, Wis.

March, 1956

Please ask the manufacturers, whose code numbers I have encircled, to send me free information, catalogs or product literature as mentioned in this issue of the JOURNAL.

NEWS OF PRODUCTS FOR THE SCHOOLS

30	37	314	321	328	335	342	349	356	362	368	374
31	38	315	322	329	336	343	350	357	363	369	375
32	39	316	323	330	337	344	351	358	364	370	376
33	310	317	324	331	338	345	352	359	365	371	377
34	311	318	325	332	339	346	353	360	366	372	378
35	312	319	326	333	340	347	354	361	367	373	377A
36	313	320	327	334	341	348	355				

ADVERTISING INDEX

010	012	014	016	018	020	021	022	023	024	025	026
011	013	015	017	019							

Also information on _____

Name _____ Please Print
 Title _____ School _____
 City _____ Zone _____ State _____

Index to School Equipment—continued

Code No.	Page No.	Code No.	Page No.	Code No.	Page No.
340	Kewaunee Mfg. Company..... 88	352	Monroe Company, The..... 138	366	Sexton & Company, Inc., John..... 135
	Educational equipment for laboratories, industrial arts, homemaking, and fine arts.		Folding banquet tables, chairs. Transport storage truck.		Institutional food.
341	Krueger Metal Products..... 102	353	Mutschler Brothers Co..... 26	367	Sico Mfg. Co., Inc..... 110
	Tubular and channel steel chairs. Free descriptive catalog No. 400. Free planning aids.		Domestic and institutional cabinet work.		Folding table. Free catalog describing complete line.
342	Kuehne Manufacturing Co..... 93	354	Nesbitt, Inc., John J..... 8 & 9	368	Southern California Plastering Institute
	Tubular furniture. Write for literature.		Nesbitt thermal environment.		Lath and plaster.
343	Libbey-Owens-Ford Glass Co..... 16	355	Owens-Corning Fiberglas Corp. 118 & 119	369	Speakman Co..... 23
	Daylight walls. Free book on school daylighting.		Acoustical insulation.		Safe, vandal-proof shower. Write for folder.
344	Ludman Corporation..... 28 & 29	356	Owens Illinois: Kimble Glass Co. Sub.	370	Taylor Company, Halsey W..... 94
	Auto-lok control bar windows. For information use coupon p. 29.		Glass block. Send for free booklet with case histories.		Drinking fountains and coolers.
345	Luria Engineering Corp..... 6	357	Pittsburgh-Des Moines Steel Co..... 97	371	U. S. Plywood Corp..... 92
	Steel buildings. Write for catalog or personal call.		Steel deck grandstands.		New gray weldwood chalkboard. For details use coupon page 92.
346	Mahon Co., R. C..... 31	358	Poblocki and Sons Co..... 136	372	U. S. Rubber Reclaiming Company, Inc. 130
	Rolling metal doors. Write for catalog G-56.		Display cases for trophies, exhibits, etc.		Weather resistant playground surfacing. Free bulletin.
347	Maple Flooring Manufacturers Assn... 18	359	Powers Regulator Co..... 19	373	Universal Bleacher Company..... 103
	Northern hard maple flooring. Write for catalog listing of approved floor finishing products.		Temperature control. Write for bulletin 348.		Roll-A-Way bleachers. Free catalog.
348	Medart Products, Inc., Fred..... 4th cover	360	Premier Engraving Company..... 138	374	Upright Scaffolds..... 32
	Telescopic gym seats.		Engravers.		Scaffold on wheels. Write for descriptive circular.
349	Metabol Equipment Corp..... 104	361	RCA Victor Div. Radio Corp of America..... 112 & 113	375	Vogel-Peterson Co., Inc..... 116
	Biology, chemistry, physics equipment. Free educational catalog. Use coupon page 104.		Sound systems and sound projectors. For complete story use coupon page 113.		Wardrobe systems. Write for bulletin SL-206.
350	Minneapolis-Honeywell Regulator Co..... 90 & 91	362	Royal Metal Mfg. Co., Inc. bat. 104 & 107	376	Wayne Iron Works..... 2nd cover
	Temperature controls. Write dept. AJ 3-08 for complete information.		Metal furniture. For information on complete line use coupon an insert.		Gymnasium seating. Write for catalog R-55.
351	Mississippi Glass Company..... 15	363	Royal Typewriter Company, Inc..... 121	377	Wayne Works, The..... 115
	Rolled, figured, and wired glass. Free literature. Address dept. 14.		Electric typewriters. Write for free teaching aid.		Supramic school coach.
		364	Safway Steel Products, Inc..... 125	378	Weber Costello Company..... 124
			Telescoping, portable, permanent steel bleachers. Free bulletin 32.		Hyloplate, Sterling & Hyloprest chalkboards. Write for catalog BA-26.
		365	Schieber Sales Company..... 3rd cover		
			Folding tables and benches.		

For Your Product Information Request

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the "postage paid" card. Your request will receive prompt attention. BRUCE—MILWAUKEE.

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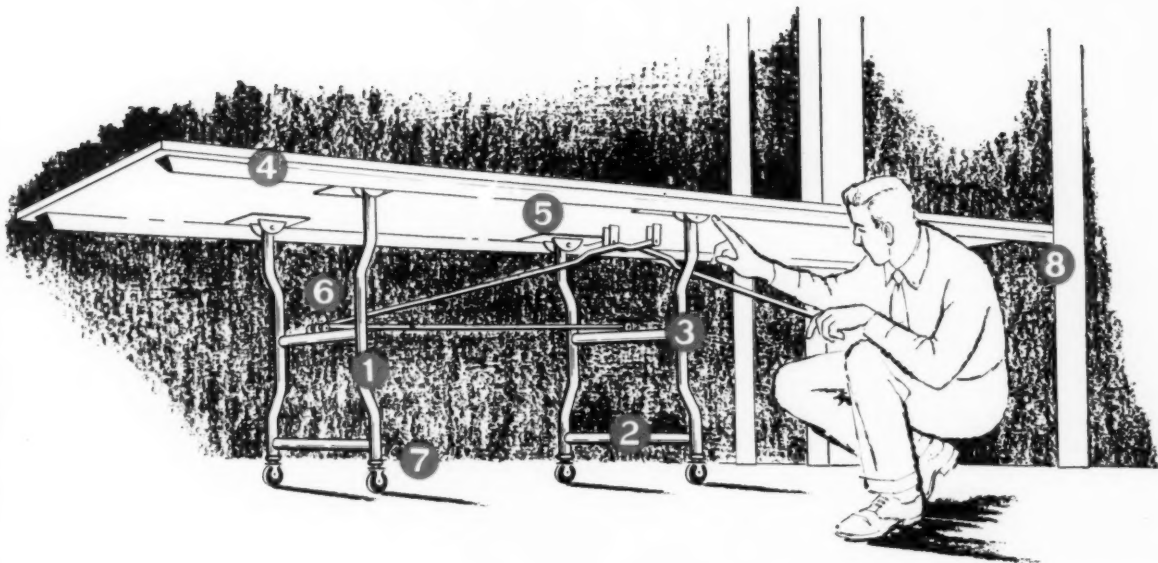
AMERICAN SCHOOL BOARD JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN

NEWS OF PRODUCTS FOR THE SCHOOLS

010	Motorola Communications & Electronics, Inc.	134
	Paging System	
011	International Harvester Co.....	134
	Truck Unit	
012	Pickett & Eckel, Inc.....	134
	Slide Rule	
013	Models of Industry, Inc.....	134
	Playground Kit	
014	Oneida Products.....	134
	School Bus	
015	Trane Co.....	134
	Air Conditioner	
016	L-O-F Glass Fibers Co.....	134
	Window Panes	
017	Denoyer-Geppert Co.....	134
	Literary Map	
018	Brunswick-Balke-Collender Co.....	134
	Wardrobe	
019	Barber-Colman Co.....	136
	Ceiling Diffuser	
020	American Crayon Co.....	136
	Printing Kit	
021	Ditte, Inc.....	136
	Duplicator	
022	American Air Filter Co., Inc.....	138
	Booklet	
023	Sico Manufacturing Co., Inc.....	138
	Catalog Sheet	
024	Equipto.....	138
	Booklet	
025	American Seating Co.....	130
	"Classmates" School Furniture	
026	Detroit Steel Products Co.....	130
	Fenestra Acoustical "D" Steel Panels	



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and benches last so long**

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| 2 Full 1-1/16" steel tubing cross members | 6 Machined clevis pin hinges that eliminate rack, weave and rattle |
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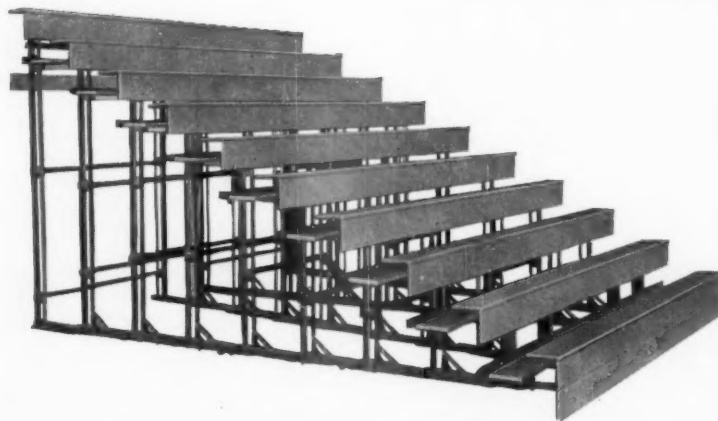
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